

AUTUMN ISSUE

SEPTEMBER 1960

AAUP

bulletin

The Coming Age of College

How Fair Are Your Grades?

What Do Examinations Teach?

Faculty-Administration Relationships

Teachers Role Book

Forty-Sixth Annual Meeting

Bentley Glass on Test Oaths

Record of Council Meeting

Report of the 1960 Nominating Committee

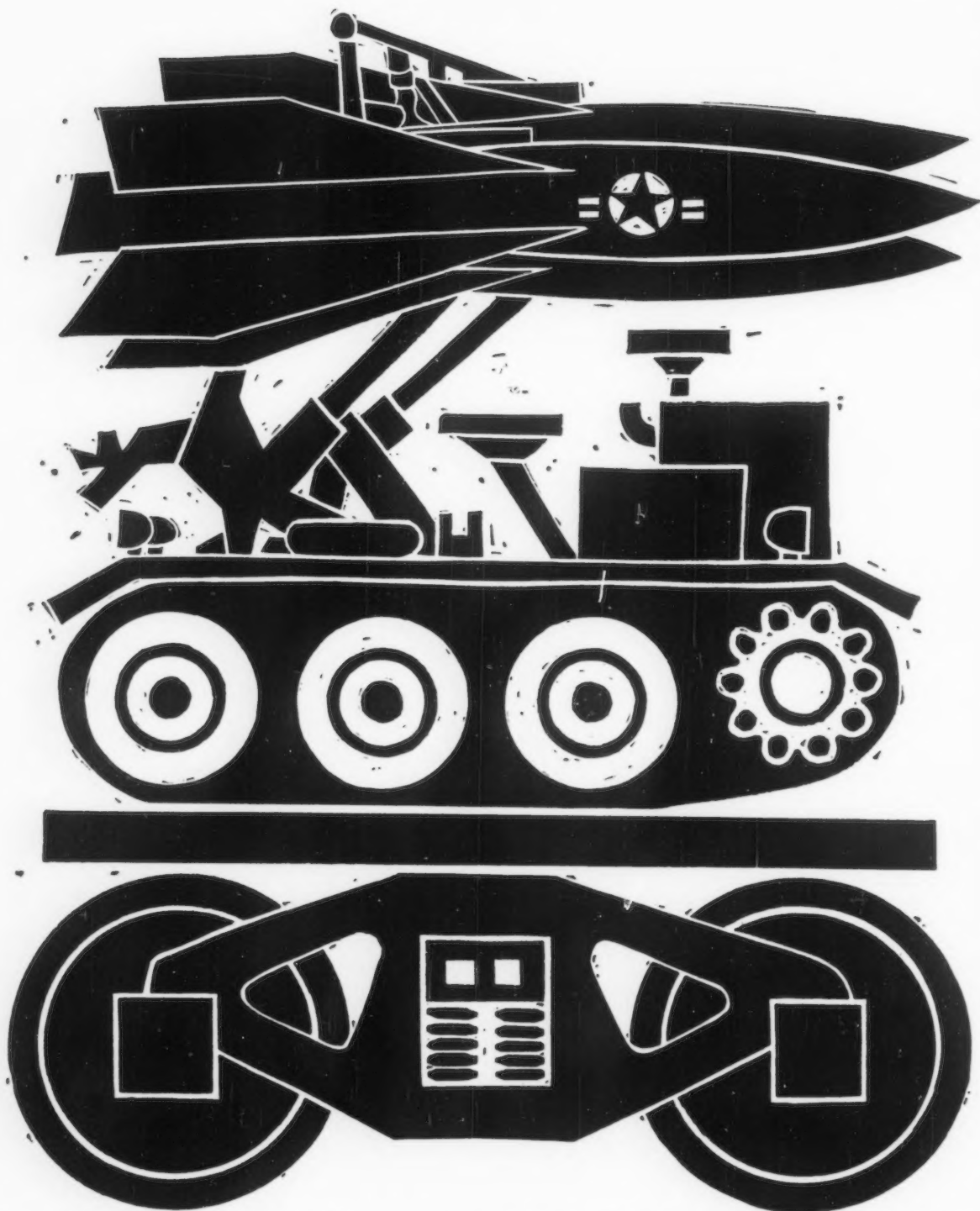
Academic Freedom in Canada

Graduate Training for College Teachers

a publication of the American Association of University Professors

VOLUME 46 • NUMBER 3

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AAUP

bulletin

Autumn Issue VOL. 46 NO. 3 SEPTEMBER 1960

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Association Membership

General Procedures

Membership in the American Association of University Professors is open to teachers and research workers on the faculties of approved colleges and universities (those on the lists of the established regional or professional accrediting agencies, subject to modification by action of the Association), and to present or recent graduate students of those institutions.

A prospective member must fill out the appropriate application blank, and send it to the Washington Office for the checking of eligibility. Lists of new members are sent to chapter and conference officers four times each year.

The membership year in the Association is the calendar year (January 1 through December 31). The membership of applicants whose names are communicated to chapter officers on or before June 30 becomes effective as of January 1 of the current year. The membership of applicants whose names are communicated to chapter officers after June 30 becomes effective as of July 1 of the current year unless the applicant requests that his membership be made retroactive to January 1. Dues of all members include a subscription to the *AAUP Bulletin*.

Membership by Application and Admission

Active. One is eligible for Active membership if he has at least a one-year appointment to a position of at least half-time teaching and/or research, with the rank of instructor or its equivalent or higher or other acceptable evidence of faculty status, in an approved institution (one on the lists of the established regional or professional accrediting associations, subject to modification by action of the Association). Annual dues are \$8.00.

Junior. One is eligible for Junior membership if he is, or within the past five years has been, doing graduate work in an approved institution. Annual dues are \$3.00. One may not become a Junior member if he is also eligible for Active membership, and a Junior member must be transferred to Active membership as soon as he becomes eligible.

Membership by Transfer

Associate. An Active or Junior member whose academic work becomes primarily administrative must be transferred to Associate membership, a relatively inactive status. Annual dues are \$4.00.

Emeritus. Any member retiring for age from a position of teaching or research may, at his own request, be transferred to Emeritus membership. Annual dues are \$1.00.

Continuing Membership

Once admitted, a member may change his occupation or transfer to an institution not on the Association's approved list without affecting his eligibility for continuance of membership.

Suspension or Resignation

One who chooses to have his membership temporarily suspended or permanently terminated may do so by sending written notice of his wish to the Washington Office. In the absence of such notice, he is carried in the membership files for one calendar year following the last year in which he paid dues. Members who have not paid the current year's dues cease to receive the *Bulletin* after the Spring issue.

Reinstatement

One who wishes to resume his membership after it has lapsed should not go through the processes of application and admission again, but should write to the Washington Office asking to be reinstated. For present Association policy concerning reinstatement, see *Bulletin*, Spring 1A, 1958, p. 309.

New Members

From May 15, 1960 through August 15, 1960, 866 persons were admitted to Active membership and 43 to Junior membership.

Censured Administrations

Investigations by the American Association of University Professors of the administrations of the several institutions listed below show that they are not observing the generally recognized principles of academic freedom and tenure, endorsed by this Association, the Association of American Colleges, the Association of American Law Schools, the American Library Association (with adaptations for librarians), the American Political Science Association, the American Association of Colleges for Teacher Education, the Association for Higher Education of the National Education Association, the Eastern and Western Divisions of the American Philosophical Association, and the Southern Society for Philosophy and Psychology.

Placing the name of an institution on this list does not mean that censure is visited either upon the whole of the institution or upon the faculty, but specifically upon its present administration. The term "administration" in-

cludes the administrative officers and the governing board of the institution. This censure does not affect the eligibility of nonmembers for membership in the Association, nor does it affect the individual rights of our members at the institution in question, nor do members of the Association who accept positions on the faculty of an institution whose administration is thus censured forfeit their membership. This list is published for the sole purpose of informing our members, the profession at large, and the public that unsatisfactory conditions of academic freedom and tenure have been found to prevail at these institutions. Names are placed on or removed from this censured list by vote of the Association's Annual Meeting.

The censured administrations, with dates of censuring, are listed below. Reports were published as indicated by the parenthesized *Bulletin* citations.

The Jefferson Medical College of Philadelphia (Spring, 1956, p. 75)	April, 1956
North Dakota Agricultural College (Spring, 1956, pp. 130-160)	April, 1956
Temple University (Spring, 1956, pp. 79-80)	April, 1956
Catawba College (Spring-April, 1957, pp. 196-224)	April, 1957
Alabama Polytechnic Institute ¹ (Spring, 1958, No. 1, pp. 158-169)	April, 1958
Dickinson College (Spring, 1958, No. 1, pp. 137-150)	April, 1958
Texas Technological College ² (Spring, 1958, No. 1, pp. 170-187)	April, 1958
Fisk University ³ (Spring, 1959, pp. 27-46)	April, 1959
New York University (Spring, 1958, No. 1, pp. 22-52; Autumn, 1958, pp. 663-664)	April, 1959
Lowell Technological Institute (Winter, 1959, pp. 550-567)	April, 1960
Princeton Theological Seminary (Spring, 1959, pp. 47-57)	April, 1960

¹ Now Auburn University.

² Censure was voted specifically on the Board of Directors, and not on the institution's administrative officers.

³ Censure was voted specifically on the Board of Trustees, and not on the institution's administrative officers.

The Association's New Officers, Staff Associates, and Bulletin Editor

The election of the Association's new officers and Council members was announced in the Summer, 1960 issue of the *AAUP Bulletin* (page 219). Subsequently, a Treasurer was appointed to succeed Professor Richard N. Owens, who joins the faculty of Los Angeles State College upon his retirement from The George Washington University faculty in September. A successor to Professor Fuchs as Counsel has also been selected, and two new Staff Associates have been appointed to the Washington Office staff. It affords me great pleasure to acknowledge the exceptional qualifications of these members now serving the profession in new and honored capacities.

The Association's new President, Ralph F. Fuchs, has served the organization as chapter officer, Council member, First Vice-President, General Secretary, Chairman of the Resolutions Committee, and Counsel. His record of virtually uninterrupted and brilliant experience in the work of the Association since he became a member in 1931, particularly in the area of academic freedom and tenure, has supplied Professor Fuchs with unique qualifications for the presidency—among the most striking in the history of the Association. His experience, wisdom, and rare administrative talents will be invaluable to his colleagues on the Council and in the Washington Office, and in this connection it is especially gratifying to know that his services as Council member will continue, as have those of other past presidents, for a period of six years following his incumbency.

Professor Fuchs was born in St. Louis in 1899, and he obtained his early academic training at Washington University in that city. He was admitted to the Missouri bar in 1922. In 1925, he received his Ph.D. degree from Robert Brookings Graduate School, and in 1935 his J.S.D. degree from Yale University. He served as Special Assistant to the Attorney General in Washington in 1925-26 and practiced for a year in St. Louis before he accepted an appointment to the faculty of the Washington University School of Law in 1927, where he remained until 1945. In that year, he was appointed Professor of Law at Indiana University, which position he holds at the present time.

Professor Fuchs has dedicated many of his years to public service. Between 1938 and 1941, he served as a member of the United States Attorney General's Committee on Administrative Procedure, and as consultant to other Federal agencies. During World War II, he was



RALPH F. FUCHS

Assistant Secretary and Secretary to the Board of Legal Examiners of the Civil Service Commission, Special Assistant to the Attorney General, and in the office of the Solicitor General of the United States. For nine years he was a Commissioner of the National Conference of Commissioners on Uniform State Laws, and between 1951 and 1953 he was a member of the National Enforcement Commission of the Economic Stabilization Agency.

Professor Fuchs has embellished this effective academic and public career with publications in his special fields and with a sustained devotion to the interests of several professional societies. He has served as a member of the Council of the Section of Administrative Law of the American Bar Association, and in 1953 he became Chairman of the Committee on Academic Freedom and Tenure of the Association of American Law Schools.

It is particularly fitting that Ralph Fuchs, who has contributed so much to the academic profession and to the goals of this Association, should be honored by election to the presidency.

Professor Fritz Machlup, the new First Vice-President of the Association, was born in Austria in 1902. He received his academic training at the University of Vienna and taught at the Volkshochschule, Vienna, from 1929 until 1933, when he came to the United States. During his first two years in this country, Professor Machlup was a Research Fellow of the Rockefeller Foundation and a Visiting Lecturer at Harvard. In 1935, he joined the faculty of the University of Buffalo, where he taught until 1947, when he accepted appointment as Hutzler Professor of Political Economy at The Johns Hopkins University. Between 1937-55, during summers and on temporary leaves of absence, Professor Machlup held visiting professorships at Cornell, Harvard, Northwestern, University of California, Stanford, American University, University of Michigan, Columbia, and Kyoto University in Japan. In 1960, he was appointed Walker Professor of Economics and International Finance at Princeton University.

Professor Machlup has served the U. S. Government as Chief of the Division of Research and Statistics of the Office of Alien Property Custodian and as member of inter-departmental committees in Washington. He is also frequently called to testify on questions of economic policy before Congressional committees. In professional organizations he has served as Vice-President of the American Economic Association and member of its Board of Editors, and as President of the Southern Economic Association. He is the author of ten books—some of which were translated into French, German, Italian, and Japanese—and over seventy articles in the field of economics.

Active in AAUP affairs since 1939, Professor Machlup has just completed a three-year term on the national Council. He has been a member of Committee Z on the Economic Status of the Profession since 1957 and Chairman of that pioneering committee since 1958. His organization of Committee Z activities and superb reports on the economic conditions of the profession have won widespread attention and approval. His election as First Vice-President of the Association is an appropriate tribute to his meaningful contributions to the welfare of the profession.

The newly-elected Second Vice-President of the Association is Dr. Robert B. Brode, Professor of Physics at the Berkeley Campus of the University of California. Born in Walla Walla, Washington, in 1900, Professor Brode attended Whitman College and received his Ph.D. from the California Institute of Technology in 1924. In 1924-25, he was a Rhodes Scholar at Oxford and the following year, an International Education Board Fellow at the University of Göttingen. In the academic year

1926-27 he held a National Research Council Fellowship at Princeton. Since 1927, he has been a member of the faculty at the University of California, Berkeley.

Professor Brode has served on the staffs of the United States Bureau of Standards and the Carnegie Institution of Washington. In 1942-43, he was Supervisor of Research and Development at the Applied Physics Laboratory in the Office of Scientific Research and Development, The Johns Hopkins University; he served as Group Leader at the Los Alamos Atomic Bomb Laboratory during the remainder of the war. He was awarded a Guggenheim Fellowship for 1934-35 and a Fulbright Award for 1951-52. In 1958-59, he served as Associate Director (Research) of the National Science Foundation. Since 1957, he has been a Vice-President of the International Union of Pure and Applied Physics. He has been elected to membership in the National Academy of Sciences and the American Academy of Arts and Sciences. He has served as Vice-President (Physics) of the American Association for the Advancement of Science and is a member of that Association's Committee on Science in the Promotion of Human Welfare.

Elected President of the University of California Chapter in 1950 and a member of its Executive Committee, Professor Brode's outstanding services won him a place on the national Council in 1952. In 1957, he was a member of the investigating committee which visited the University of Southern California. The Association is fortunate to have this versatile scientist and dedicated professional man as its Second Vice-President.

The Treasurer of the Association, traditionally chosen from an institution adjacent to the Washington Office, is now Frederick C. Kurtz, Associate Professor of Accounting at The George Washington University. Professor Kurtz was born in Hatfield, Pennsylvania, in 1923. He received his B.S. in Commerce from the University of Virginia and M.B.A. from the University of Pennsylvania. He has been a Certified Public Accountant since 1952. He holds a commission in the Finance Corps, United States Army Reserve (USAR). Professor Kurtz joined the faculty at George Washington in 1949. He is co-author of an introductory textbook in accounting that will be published this year. His affiliations include membership in the American Institute of Certified Public Accountants, American Accounting Association, and Alpha Kappa Psi. He lives with his wife and three children in Springfield, Virginia.

Clark Byse, newly-appointed Counsel of the Association, is a Professor of Law at Harvard University. Born in Oshkosh, Wisconsin, he attended the State Teachers College of that city and then enrolled at the University of Wisconsin for his Bachelor of Laws. Columbia University awarded him an LL.M. in 1939 and a J.S.D. in 1952. Professor Byse became a member of the Law School faculty of the University of Iowa in 1939. During

World War II, he served with the Securities Exchange Commission; in the Office of the General Counsel, Board of Economic Warfare; as Special Representative to the Board of Economic Warfare and Defense Supplies Corporation, Columbia, South America; and in the United States Navy. He became a member of the Law School faculty of the University of Pennsylvania in 1946 and has served as Vice-Chairman of that institution's Senate. Since 1958 he has been a Professor of Law at Harvard.

Professor Byse has been President of the Greater Philadelphia Branch of the American Civil Liberties Union and currently is a member of the Executive Committee of the Civil Liberties Union of Massachusetts. He has served as President of the Association's Chapter at the University of Pennsylvania and is now Secretary-Treasurer of the Harvard Chapter. He has also been Chairman of the Committee on Academic Freedom of the Association of American Law Schools. His publications include *Administrative Law Cases and Comments* (with Walter Gellhorn), *Tenure in American Higher Education* (with Louis Joughin), and articles in legal journals. He is currently Chairman of the Association's Committee B on Professional Ethics, as well as Counsel of the Association. In this dual capacity, Professor Byse symbolizes the concern of this Association for upholding both the obligations and the rights of the academic profession.

New Staff Associates

On July 1, Mr. Robert Van Waes entered upon the duties of Staff Associate in the Washington Office. He comes to the Association from the History faculty of Monmouth College (New Jersey), where he served for eight years. In 1950, Mr. Van Waes received his A.B. degree from Tufts College, which awarded him the Greenwood Prize Scholarship in Oratory. He obtained his M.A. degree from Columbia University in 1953, and he has completed the residence requirements for the doctorate at Columbia. His dissertation topic is "The Ideology of the Ku Klux Klan, 1915-1930." He has completed his duties as co-author of a study of the McCarthy investigations of Fort Monmouth.

Mr. Van Waes was active in the establishment of the Monmouth College Chapter of the Association. He was elected Vice-President of the Chapter in 1958, and member of its Executive Committee in 1959.

The primary duties assigned to Mr. Van Waes are (1) liaison with the chapters and state and regional conferences; (2) direction of membership affairs; (3) staff service to Committee E on Establishment and Conduct of Chapters, Committee F on Membership and Dues, and Committee O on Organization and Policy.

In the brief period that he has served as Staff Associate, Mr. Van Waes has demonstrated an unusual capacity for organization and hard work. At this time of rapid expan-

sion in the Association's program it is gratifying to welcome this energetic and imaginative young colleague to the Washington Office.

Professor Herman I. Orentlicher has obtained a year's leave of absence from the Law School faculty of The George Washington University, and he will join the Washington Office staff on September 1. He will handle all legal aspects of the Association's program, in collaboration with Counsel Clark Byse, and will advise his staff colleagues on the legal problems associated with Committee A cases. Mr. Orentlicher will render staff service to Committee R on Relationships of Higher Education to Federal and State Governments, and to the Special Committee on State Anti-Subversive Legislation.

At the time of his appointment, in 1949, to the faculty of George Washington, Mr. Orentlicher was serving as Assistant General Counsel of the Housing and Home Finance Agency, a position which he had held since 1943. His A.B. and LL.B. degrees were received at Harvard University, where he was Phi Beta Kappa in college and Law Review in law school.

In connection with his Government work, Mr. Orentlicher was Chief of the Briefs and Opinions Section of his agency for a substantial period of time. As Assistant General Counsel, his duties were related particularly to legislation; this experience gave him a thorough familiarity with every phase of the legislative process.

Professor Orentlicher has been active in the work of The George Washington University Chapter, particularly in programs affecting faculty-administration relationships and the economic status of the faculty. He was appointed chairman of the faculty committee which drafted the organizational plan for a faculty senate; this plan received the unanimous approval of the faculty, and it is now being studied by the University's Board of Trustees. He is Chairman of the Curriculum Committee of the Law School, and a member of the Dean's Council.

The addition of a legal specialist to the Washington Office staff, which was strongly recommended by the Council, will strengthen the Association's work in the increasingly important area of relationships of government to education and in the area of academic freedom and tenure, and will enable the Washington staff to expand the types of services available to chapters and committees.

New Editor of the Bulletin

It is a pleasure to announce the appointment of Staff Associate Bertram H. Davis as Editor of the *AAUP Bulletin*. The Winter, 1960 issue will be the first under his editorship. As one of the Associate Editors since 1958, Mr. Davis has gained much experience and rendered effective service as director of *Bulletin* advertising, consultant on manuscripts, compiler of materials for "Organ-

izational Notes" and numerous reports, and editor of the "Book Reviews" section. In addition, he has contributed valuable articles to the journal.

Since the retirement of George Pope Shannon in 1958, editorial responsibilities for the *Bulletin* have been shared by all members of the Washington Office staff. At this time, upon relinquishing the editorship to Mr. Davis, I wish to express my deepest appreciation to my colleagues for their brilliant assistance, far beyond the call of duty, at one of the busiest periods in the Association's history. With a high degree of competence and foresight, Staff Associates Middleton, Davis, Joughin, and Heim offered solutions for the problems which arose unavoidably in

connection with the retirement of a great editor, the adoption of a new format, and a change in printers.

Mr. Warren Middleton, as Managing Editor, has conducted efficiently the vast amount of correspondence which is essential to a journal of this size and scope. In spite of a maze of difficult hazards, Mr. Middleton has seen eight *Bulletin* issues successfully through the presses, maintaining all the while an effective and cordial relationship with harassed printers and overworked colleagues.

The retiring editor is confident that Bertram Davis, assisted by an able group of colleagues, will expand the influence of a quarterly which has long been regarded as one of the better educational journals.

August 8, 1960

William P. Fidler

... the things that money cannot do

Most of the discussion of higher education in the United States is about money. Money is very important; but we ought to think once in a while about the things that money cannot do. The only problems that money can solve are financial problems. Money cannot make a great university; it can only supply the means to one. We know that millions are spent annually on enterprises called education that have no educational value. Money cannot even buy men, because the best men will not stay long in an institution that has nothing but money. If an institution has an idea, it can use money to realize it. If it has no ideas, all the money in the world will not help it. The important problems of American education are intellectual, not financial. In this situation there is grave danger in money, for there are numerous instances in which money has been spent for purposes that could not be achieved or that should not be achieved, with the result that the institution where it was spent and the educational system as a whole have been deformed.

From "The Freedom of the University," by Robert M. Hutchins, *Bulletin*, Summer, 1951, p. 250.

Faculty-Administration Relationships¹

By JAMES M. DARLINGTON

SINCE its founding, in 1915, the American Association of University Professors has been concerned with the role of the faculty in college and university government. Studies of this subject have been reported in the *Bulletin* in 1924, 1938, 1948, and 1955. The Committee on the Place and Function of Faculties in College and University Government, the predecessor of Committee T, in its report of 1924 made this comment: "During the past 25 years there has been much discussion among faculty members and administrators as well as in the public press and in books, in regard to the appropriate principles and practices for the government and administration of American colleges and universities, particularly with reference to the respective powers and duties of boards of trustees, faculties and administrative officers. With respect to the subject of university government and administration and especially with regard to the place and function of faculties therein, there are still wide divergences in practice as well as wide differences of opinion." In this year, three and one half decades later, the "respective powers and duties of boards of trustees, faculties and administrative officers" are still the subject of debate.

Part of the problem lies in the history of American universities. Unlike the medieval university, founded by the faculty itself as a kind of autonomous guild and maintained without extensive lands and libraries, American colleges have been founded not by teachers but by laity, and have been under the supervision of non-academic boards of trustees from the first. Attempts to follow the European system, as at Harvard, the College of William and Mary, King's College (Columbia) and the College of New Jersey (Princeton), died aborning—partly owing to the proprietary instincts of backers and founders, partly to a desire for religious orthodoxy, and partly to the weak position of teachers who were largely ecclesiastical transients awaiting assignments to pastorates.

Nevertheless, according to the 1955 report of Committee T, studies of the role of faculties in the government of 228 institutions made in 1939, and again in 1955, revealed that "a slow but pervasive shift toward more consultation of the faculty by the administration is evi-

dently in progress." In better than half of the institutions studied, presidents and deans were being elected following consultation with the faculty, faculties were electing some of their committees, and faculty voice was being heard in the organization of senates. These were the advances made in the seventeen-year interval between the reports of 1938 and 1955. It is apparent that much is yet to be done to assure that the faculty voice will be heard in important matters of policy throughout the hundreds of colleges and universities in this country.

II

It is my belief that there is no single or unique answer to the problem of appropriate faculty-administration relationships. There can be no prototype because the human elements cannot be equated from campus to campus. The size of the institution, the research emphasis, traditions, charter restrictions, are further variables which oppose conformity. It seems to me that there are certain premises, or conditions, however, on which desirable faculty-administration relationships can be founded:

First, I think it is important that the president of the institution should have been a teacher, one who has had the respect of a faculty as a scholar and a person of sound judgment. Effective faculty-administration relationships must be cultivated constantly, and an individual with a teaching background and the sensitivity which such experience prompts will have been conditioned to seek out the counsel and services of faculty. I do not believe that business, the military, or the church has the potentiality to equip a president for a colleagueship position as has experience in the classroom. There are innumerable demands made upon a president and I suspect that the life of a scholar and a teacher prepares him better for the totality of his responsibilities than does any other experience. Certainly nothing would enable him to understand more fully the importance of faculty judgment in determining the most significant policies of the institution.

Secondly, it is essential that the faculty determine to what extent it will withdraw from its primary function of teaching and learning to engage in legislative and administrative activities. It is here that the great diversity in faculty-administration relationships is evident. Surveys made by the A.A.U.P. in the past thirty-five years reveal a spectrum ranging from virtually no participation at the one end to involvement in practically all problems of the

¹ Paper read at the meeting of the Pennsylvania Division of the American Association of University Professors, October 3, 1959.

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campus, significant or picayune. There are various reasons for too little faculty participation in institutional concerns: an autocratic president, particularly in the small school, enthralled by his own wisdom and fearful of competitive ideas, can subjugate a faculty; a faculty, particularly in the university, can default by eschewing any activity that will remove it from its first love of teaching and research, especially its research; state legislatures, by requiring greater centralization and uniformity, can minimize the opportunity for faculty counsel and advice.

I fully concur in a declaration contained in a recent statement of principles drafted by Committee T of the A.A.U.P. to the effect that "faculty participation in the government of colleges and universities is a necessary component of the academic profession." I consider participation not as a privilege but as a responsibility. This cause is adversely affected by indiscriminate statements of men of stature in education. For example, emeritus President Wriston has written in *Academic Procession* that the eleventh commandment for the faculty should be "Thou shalt not commit." I am certain that Mr. Wriston did not wish this witticism to be taken literally. I suspect that the addition of the adverb "unduly" would bring the commandment in closer harmony with his real sentiment. Wriston quotes Max Black, distinguished professor at Cornell University, as follows: "The ideal faculty man as I have rather romantically been thinking of him ought properly to find administration distasteful. A man who positively enjoys sitting on committees, arguing about university affairs or haggling about the wording of regulations, is unlikely to be passionately interested in teaching, scholarship or research." This was a romantic reflection. The satisfaction that a faculty member, passionately interested in teaching and scholarship, would get from the burdens of policy making would certainly not arise from the deliberations of committee meetings but would come with the knowledge that a better climate for both teaching and learning had been engendered by his efforts. A similar position is taken by Carlos Baker in his novel, *A Friend in Power*, when he has the leading character say: "No more committees, please. I'm on enough committees as it is. They say it's the price you pay for democratic government in a university. And the places that do not have committee government are always trying to get it. But who pays the price of scholarship? Who writes the books on Shakespeare, Sophocles and Voltaire? No books were ever written while a man sat at a committee table."

A committee has been defined as a meeting in which minutes are kept and hours are wasted, and there is much that is dull and pedestrian in such meetings. The implication in the writings of Black and Baker, however, is that all of a man's potential for scholarship and creativity is sacrificed on the altar of faculty participation in institutional government. Perhaps by hyperbole they wish to

encourage discretion in the acceptance of extra-curricular assignments. If such is the case, I would concur in the viewpoint, but I am unalterably opposed to the extremist sentiment that a faculty member should avoid all participation in institutional matters other than teaching and research.

It has been my experience that the most brilliant faculty members, those who are doing the most scholarly work in research and writing, have had far more to contribute to judicious government of the institution than have their less able colleagues. Since no one is able to state categorically at what point the cause of education is being jeopardized by the participation of scholars in institutional government the desideratum of balance is particularly difficult to reach. I feel, however, that it is better to err on the side of too-little participation than on the side of too-much participation.

At the other end of the spectrum there are various reasons for excessive embroilment of the faculty in campus matters. One of the most deplorable is the failure of a faculty to assess its role properly. A faculty is lacking in perspective, it seems to me, if it allows itself to become enmeshed to any degree in matters which are not vital to teaching and learning. Of course the lines are not sharply drawn, and it is for this reason that faculties are inclined to too much participation rather than too little. For example, it might be argued that the discipline of the dormitories has immediate bearing on teaching and learning and the faculty therefore should be concerned with the formulation and administration of policy in this matter. There are many other clerical and administrative functions where faculty participation could be rationalized on its relevance to teaching and learning. However, a faculty has limited resources of energy. Its talent and strength should be reserved for academic matters of great importance to the institution.

If the faculty equates total participation with power, if the "finger-in-the-pie" concept or the Jehovah complex prevails, or if the dissipation of its energy is rationalized on a false notion of democracy or of academic freedom, it can do the institution a great disservice. Even if the faculty has full opportunity to determine the extent of its participation it will have difficulty in reaching a decision as to what it will do and what it will leave to others. Decision is furthered if the president or the academic dean can assist the faculty in achieving the needed perspective and is greatly facilitated if the faculty has confidence in the judgment of the administration in matters both curricular and extra-curricular.

I come, then, to the third premise on which prudent faculty-administration relationships can be established. The president and other administrative officers must have demonstrated that not only are they competent to do the variety of tasks that come properly within their purview but that their decisions and actions are characterized by

objectivity, by a concern for teaching and learning and the institution's potential to further these attainments. T. V. Smith has written that the function of administration is to civilize human pride. Certainly no administrator can allow himself that human frailty, no administrator can place his own advancement before that of the institution, nor can he be guilty of special pleading in a personal sense. If he is to curb vested interests, the subject matter parochialism which occasionally limits the vision of faculty, if he is to merit the confidence of the faculty, then he must clearly demonstrate that his premises are impersonal and his aims are institutional. Ernest C. Colwell, former President of the University of Chicago, put it well when he said that the advantage of having central administration is not in its superior wisdom but in its detachment. Mr. Wriston's eleventh commandment was "thou shalt not commit." The fact that Mr. Wriston, as President of Brown University, established a climate wherein the commandment was not simply lip service to an ideal, is seen in this statement by Professor Robert George, a member of the Brown faculty since 1923: "the intelligent development of the administration has largely freed the faculty from onerous committee duties with the exception of a few on which heavy faculty representation is essential."

Fundamentally it is my thesis that balance in the demands of administration on the time of the institution's scholars is attainable only when the faculty can confidently leave to the administration all judgments other than those in a few areas in which the faculty is preeminently competent. It is also important that the president and other executive officers be disposed to seek out faculty judgment in *ad hoc* situations bearing on educational matters. Such predisposition is reassuring to a faculty and can forestall excessive concern with administrative activities.

In summary, then, the premises which I believe can promote, not necessarily assure, proper balance in faculty-administration relationships are:

1. The president of the institution should have had faculty experience.
2. The faculty should recognize the academic situations wherein its judgment and counsel are indispensable to the formulation of sound policy and should be willing to eschew all others.
3. The administration should have a perspective which merits the confidence of the faculty and prompts the faculty to abstain from all but major policy decisions.

III

THERE can be no opposition to the thesis that the faculty must determine policy with regard to curriculum and learning. It is my contention, however, that the voice of the faculty must be heard in matters which are peripheral

to teaching and research but which condition the quality of instruction and investigation. I will discuss some of these more salient extrinsic matters but only with occasional reference to procedure. The mechanics of participation will vary with the size and organization of the institution.

1. Faculty-Trustee Relationships

It is vital that some working relationship be established between the governing board and the faculty. It is essential to sound government of the institution and to the development of a desirable morale. Various methods are being used: (a) membership of faculty on the governing board, with or without voting power; (b) conference committees which meet continuously with the board, or at stated intervals, or intermittently at the discretion of the board or an administrative officer. Experience indicates that faculty representation on the governing board, with or without vote, has major shortcomings. The representative does not feel qualified to act and speak for the faculty but can give only personal reflections as a faculty member. Furthermore, in large institutions the communication between the president and the representative, so essential for fruitful participation, is likely to be limited.

An alternative which seems superior is joint action by faculty and board committees. Committees of this type, meeting at stated intervals to consider, for example, curriculum, research, library activities, recruitment and promotion of faculty, student life, can be an effective means of insuring that judicious decisions will be reached by the governing body.

2. Selection of a President

In almost every charter this task is the specific responsibility of the governing board. Yet if the board fails to bring the faculty into the thick of the deliberation and decision it fails to understand, or it underestimates, the importance of one qualification of a president, namely, his scholarship and his ability to establish an intellectual rapport with his faculty. To foist a president on a faculty reveals an ineptness of incredible degree for it not only demeans the faculty, it compounds the burdens of an office staggering even under auspicious circumstances. In a university where the president might conceivably be a dim outline to the faculty, distant and removed by the very complexity of the organization, ways should be found not only for the faculty to participate in his selection but to keep him in focus after appointment.

3. Selection of the Academic Dean

All that has been said with regard to the appointment of a president would be applicable to the procedure for selection of an academic dean. There is a further justification in that the academic dean's fundamental function

is to collaborate with the faculty in setting the academic policies and standards of the institution.

4. Appointment, Promotion, and Dismissal of Faculty

In most college and university charters there is a provision that appointments, promotions, and dismissals of faculty be ratified by the governing body following recommendation by the president. However, a president would be well advised not only to seek the counsel of the faculty in these matters but to abide by it. Whatever the size of the institution, no president is so omniscient that he can fathom the qualifications of prospective faculty. Indeed it is difficult for faculty members who share the same disciplinary interest so to do. Promotions and dismissals would be absurdly whimsical without faculty opinion.

5. Election of Faculty Committees

Certainly the more significant committees should be chosen by the faculty. It has been my experience that faculties are acutely aware of the qualities of perception, judgment, and diligence possessed by their colleagues and are guided by their knowledge in the election of committees. It seems appropriate at this point to emphasize that it is important for every faculty to review its committee structure on occasion. It will be recalled that I proposed that faculty-administration relationships cannot be stereotyped. Each institution must determine the form which such relationships will take. Perhaps nothing is more helpful, in gaining perspective in this matter, than an interpretation of committee organization in terms of the appropriate place and function of the faculty on its particular campus. A dispassionate survey of this sort can lead not only to the allotment of greater effort to the intellectual program of the campus but to an optimal faculty-administration alliance as well. Periodic review is necessary to prevent proliferation of committees.

Parkinson's disease—I refer to the bureaucratic one, not the medical one—can afflict faculties as well as administrators.

6. Preparation of the Budget

The function of the faculty in the preparation of the budget is difficult to resolve. Members of departments should have a voice in fiscal matters at that level. The salary scale should be known to the faculty. A faculty committee should be concerned with the distribution of salaries within the scale and with plans to extend the scale within the resources of the institution. Some faculty members may be in a favorable position to assist in raising funds, but I do not feel that this function falls properly within the domain of a faculty. It seems reasonable to expect that faculty representatives would be invited to counsel with the president on any phase of budgetary problems.

IV

STUDY is now being given to a revision of the statement of A.A.U.P.'s principles on faculty-administration relationships. The hope is to produce a set of standards with regard to faculty participation in college and university government similar to standards developed by Committee A concerning matters of academic freedom and tenure. In an interim report, Committee T stated recently: "What seems important is an understanding concerning the philosophical basis for educational administration rather than insistence upon any particular set of institutional arrangements." I applaud the statement, for it seems to me that where faculty-administration cooperation is inadequate or defective the primary source of trouble is in the failure of one side or the other or both to understand fully the function of the institution and to assess intelligently the contribution which each can make most effectively to the fulfillment of that function.

Teacher's Rôle Book

By EMERSON SHUCK

EVERY genuine teacher is concerned with assisting his students to develop and to educate themselves. And beneath all the trappings of pedagogy and erudition, one of the most significant means of doing this is by his own example, whether he wishes it or not. The old saw, "What you do speaks so loudly I cannot hear what you say," applies with painful accuracy to the student-teacher relationship. To be a teacher means the acceptance of that responsibility, no matter how embarrassing, enervating, or humbling the prospect may be. While we lament, as we so often must, that students just don't listen to us, we must also remember that they do note with frightening accuracy what we stand for. When we become discouraged about their seeming resistance to much we try to tell them, we must remember that very fleeting impressions may have far more effect in the long run than hours of laborious exposition in some good cause.

With this said, one might be tempted simply to summarize that for a teacher there is no substitute for character; but the stream runs broader than that. In his *Autocrat of the Breakfast Table* Oliver Wendell Holmes shrewdly observed that in any dialog each participant represents at least three personalities: his real self, the ideal image he has of himself, and the rôle given him by his listener. So too with teaching. What a teacher really is, and what he thinks himself to be are certainly important. But in some ways, the teacher's third personality—the rôle he is given by his students—is more subtly vital and too often most neglected. It is a trait of human nature to reject another person more violently for not living up to expectations than for either being obviously inadequate or patently acting out of character.

Students come to any teacher secretly hoping to discover a hero. Our initial advantage is great, but fleeting. If we disappoint the expectations, we risk failure to be effective at all. Thus, we need to examine carefully and sympathetically the rôles we are asked to play, and then measure how best we can play them without violating our other two "personalities."

II

ONE of the parts students expect us to fill is that of cultural and esthetic example. Particularly is this true for the many who have come from backgrounds which may have cheated them in this respect. Of course, they aren't articulate about it, and if pressed to be (as in some

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rating questionnaires) they are apt to speak of some surface trait such as dress, neatness, or personality quirk. But they do watch us closely and hope that they will learn from us the art of being cultured and knowledgeable about beauty. They are also highly susceptible to our lapses into crudity and philistinism, since it may give them a bitter sense of relief that they don't really have to be cultured after all.

However, in this and the other rôles they give us, they are quick to refuse mere lip-service and to reject exhortation. Culture and taste are somewhat like seasoning in good cooking: what the French call a "sauce" is more effective than a whole bottle of ketchup. And to follow the figure a bit further, it must permeate and be blended with the whole meal rather than being served as a side dish. Furthermore, a non-specialist may do more to motivate a student to appreciation of and interest in some aspect of culture than a whole battery of college courses. The chemist, coach, or accountant who takes an appropriate opportunity to refer to music, or the teacher of literature or sociology who mentions a great painting, may contribute unknown stimulation at a crucial moment. We may all recall in our own experience the biologist who quoted Shakespeare, or the language professor who quietly made ballet seem significant by a few timely remarks. On the other hand, students cannot help but be curious about the value of art, music, literature, dance, or drama when faculty members fail to attend or even to mention the cultural events which are available to the campus, let alone others in the world about.

A second rôle the young people expect of their college teachers is serious scholarship, and they feel cheated where it is missing, even though they may be attracted temporarily by vacuity or sloppiness lent momentary prestige by some teacher's shallowness or mistaken "kindness." Scholarship does not mean mere erudition or research. It involves meaningful organization, criticism, and interpretation of facts and thoughts about facts. It also includes the attitude of unswerving respect for truth, good workmanship, and validity of information in all activities. It goes far beyond specialization.

One simple example may be used: if every teacher in college were to insist upon good English composition, simply by making adequate expression a part of every subject taught, one of the major problems of college education would be much closer to solution than it is now. To believe that the Freshman English course can alone do what other teachers neglect is simply folly. But more

important, to tolerate poor writing undermines the student's whole respect for whatever other job he is doing. Someone has coined a devil's beatitude: Blessed are they who expect nothing, for they shall not be disappointed.

A third example which students want their teachers to set is that of social sophistication, simply because at their age they desire poise and self-assurance more desperately than anything else in the world. This fundamental adolescent need has made Hollywood millions; but most college youth are seeking something more genuine than the celluloid bravado.

Ostentation, gush, or faddishness they will reject, as they should. Likewise, rôle-playing which is out of character will leave them cold. On the other hand, they are—because of their age—highly susceptible to cynicism and perhaps even bigotry if we choose to set such immature examples. Here lies great danger for the teacher who unconsciously may exploit his opportunity to create a following at the expense of students' genuine positive development. Truth and tragedy do not need the sardonic to spice them, even for the young.

Our goal should be to convey to young people the necessity of being true to one's self and responsive to the needs of others in order to attain genuine sophistication. Pose is not poise, no matter how habit-forming. If we want the climate of our campus community to carry the conviction of culture, we must ourselves create it and carry it with quiet commitment. Amy Vanderbilt has sagely suggested that manners of the young are caught, not taught.

A fourth rôle we must assume is that of representatives of the profession of teaching. Our attitudes toward our jobs, our colleagues, and our environment are important here. Naturally, students will be fascinated by our attacks upon anything which we represent or to which we belong in their minds. It's the same kind of interest which puts suicides, absconding, and drunken driving on the front page of the daily press. But to deride before students a colleague or one's own institution is a cheap and dubious method of seeking sympathy or venting spleen, for which the real price is cynicism or tarnished goods for the young person who would like to be proud of us and of the institution he has chosen as his own. In addition, we ourselves cannot help but reap the same bitter fruit as our students if we choose to create and live in an atmosphere of discontent and resentment. Nor will the potential college teachers of tomorrow be attracted to an atmosphere of petty jealousy and bickering—at least not the best ones.

A fifth garb our students hope we will don is that of ethical and moral arbiters. Since this often puts us in difficult and tenuous positions, and since there is a strong tradition of objectivity among scholars, the rôle is often shunned by college teachers. Yet young people are deeply interested in values and in developing their own

set of standards. Because they *are* idealistic, because they have often not yet learned how terribly complex life is, and because they usually have not previously explored beneath the surface mores and conventions of their home community, they are apt to be very disturbed by what seems to them to be hypocrisy, inconsistency, and dichotomy in human behavior and values. Hence, for both teacher and student it is literally impossible to enter this area without tensions.

We are all aware of these tensions, and we are strongly tempted to escape them for our own comfort by adopting an attitude of neutrality, which we then hopefully label "objectivity." Huston Smith has spoken directly to this point in *The Purposes of Higher Education* (Harper, 1955):

Tensions can easily develop between objectivity and conviction, but the two can also be compatible. To help make them so is a major responsibility of education, for it is impossible to think either that life can be lived without beliefs, or that it can be lived well if beliefs take over without the saving check of objectivity. (p. 58)

The pose of "neutrality" may, of course, represent a nihilistic value judgment, concealed by protective coloration. If so, the only question is one of honesty in presentation. If, however, it is rationalized by averring that we are trying to present all sides in the hope that students will then arrive unaided at their own beliefs, we are abdicating from responsibility and from students' genuine need for assistance. This is the same order of specious argument that appears when we fill a catalog with a proliferation of courses and then hope that students will make the selection we have avoided and arrive at a meaningful and integrated education in a "discipline." Who is most capable of selecting—the uninitiate or the expert? We would rail at such indecision and vagueness within the confines of our specific specializations.

Edward D. Eddy, Jr., in *The College Influence on Student Character* (American Council on Education, 1959), has reported, after an intensive study of the student bodies of twenty institutions, that today's students value most highly the faculty member who is willing to make known his own commitments. "They sense immediately and are suspicious of any faculty member who tries to hide under a blanket of assumed objectivity." Students need to feel that beliefs *can* be reached logically, and are not always the illegitimate offspring of prejudice, to be hidden in a closet (p. 43). Our students expect us to stand up and be counted; we should be men or women enough to do so.

The teacher's rôle book, as presented to him by his students, will have more pages than these suggested here. We will sense these charges if we are truly teachers. We will do something significant about them if we are serious about our teaching. If we neglect them, we may not teach at all, though we profess to do so.

The Coming Age of College

By FRANK H. BOWLES AND CHARLES M. HOLLOWAY

THE world of 1984, let us admit, is already much closer than the calendar indicates. In many ways our science and ingenuity have surpassed Orwellian fantasy; photo-reconnaissance satellites, closed circuit television, atomic power—all remind us daily of incredible progress being made in the physical sciences. Technology changes our armies today and our social institutions tomorrow, and the pace is so fast that we are hardly able to measure the rate of change.

It is so of education; our system has been in process of change since the end of the war. Now we are deeply enough into the process to have found the channels and patterns of movement which indicate trends and directions. Now we are coming to realize that part of the pressure for change is the sheer weight of numbers, but only a part. A part is our traditional willingness to experiment; part is reaction to forces which require change—forces of increasing knowledge, increasing mechanization, increasing specialization, and professionalism.

Being at one end of the spectrum of education—that is, of the system of education spread out longitudinally from kindergarten through the graduate or professional schools—colleges and universities have a habit of seeming to look with detachment back to the preparatory grades and back to the teachers who have labored to produce the finished—or unfinished—product which is presented to the college. Yet, because the colleges themselves are among the prime shapers of this product, they actually have profound responsibilities which extend far back in the process.

As we write today we cannot define clearly this coming age; but the facts and the trends into which they arrange themselves are indisputable: a dramatic change is coming in the position of college education within American society. The change is to bring increasing dominance of college over the entire educational system. We are well into the first stages of the change, the stages in which colleges become a standard but not a universal form of education. The trends are already apparent, though perhaps not provable. Within a decade they will be provable; within a quarter of a century the new age will be established, and college will be as universal a form of education as high school is today. By the year two thousand the age of college will not only be firmly

established, but perhaps will be in the process of still another realignment involving a further reshaping of education in terms of a dominant professionalism.

However, we are not so much concerned with the year two thousand as with the present and the foreseeable future. The extent of our concern can best be established by examining the reasons why we should have a concern. These are reasons which are found in certain facts of record.

II

THE facts begin with a repetition of the well-known information that, at the turn of the present century, approximately 11 per cent of the high school age group was in high school, and approximately 4 per cent of the college age group was in college. The figure 11 per cent referring to high school enrollments is the important one here, for high school education at the turn of the century was relatively much more accessible than college education. And more than that, it was also the dominant form of education. College at that time was only for a small number—only for those who had specific hopes which could hardly be fulfilled otherwise. In the light of these facts, it is interesting to note that the figure 11 per cent recurs approximately a generation later, that is, in 1925, this time representing the percentage of the college age group who were in college.

It is significant to note that the demand for college rose commensurately with the demand for high school. When 11 per cent were in college, 50 per cent were in high school, and the two curves moved on in parallel manner. As a final figure in the chain, we might observe that we are approaching a point where 50 per cent of the college-age youth will be in college.

And we should not forget that the demand for high school education has similarly increased to where we now have some 85-90 per cent enrolled in high school. We are falling short of saturation only with respect to the ever-decreasing numbers of students who drop out before they complete secondary school.

What this short sequence of figures has shown is that on two occasions it has taken, respectively, twenty-five and thirty years, or one generation, for the population to make the same demands upon colleges that an earlier generation had made upon the secondary school. By simple projection it becomes clear that within another

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twenty or thirty years the expectation of college entrance will be part of the standard equipment of every student graduating from secondary school.

This massive surge toward higher education will inevitably involve a series of changes in the nature of secondary school preparation, some of which are already under way. It will mean changes in the mechanics of college admissions. It will mean alterations and realignments in the present structure of colleges and universities. Finally, it will mean internal academic and administrative changes for a number of colleges.

Most of us are now familiar with the complex of elements contributing to the impetus of the surge. The economic aspect has been overplayed; it seems fairly clear that going to college will help assure (though it will by no means guarantee) financial security. The changing nature of the labor market has had, and will have, significant bearing on the problems of both the secondary school and the college. Automation and specialization require different and more demanding skills, and a new level of technicians is emerging. The training needed for the various professions seems to grow more rigid yearly—atomic energy, space flight, missiles and electronics are fields and specialties which largely existed in science fiction magazines even through the 1930's. Industry and agriculture, medicine, communications, and teaching in its manifest forms—all these will demand quality graduates in increasing numbers.

We have already reached a point where student identification has become an accustomed part of college guidance, which in turn is now part of the program in most schools. Guidance ordinarily begins early in the twelfth grade, but in a few well-staffed schools it starts at about the beginning of the eleventh grade. The direction of counseling will be forward, until it becomes fixed in place at the ninth-grade level. Some systems will establish preliminary guidance programs with strong emphasis on student identification as early as the seventh grade, or the beginning of junior high school, and eventually, as some of the immediate problems of school expansion are dealt with, junior high school guidance programs will be expanded and normalized.

These developments will be related to increasing admissions pressures, which are certain to continue. Part of the increase will be due to larger age cohorts, but the most important factor will be increases in the percentage of college-bound students. We believe that toward the end of the 1960's it will be generally accepted that all high school graduates with an IQ of 100 or higher (in other words, half of the age cohort and more than half of the high school graduates) may be expected to continue formal academic work for at least one year, and in many cases two years. It can also be presumed that within five years all four-year, degree-granting colleges, whether tax-supported, independent or church-related,

will require entrance examinations and that college entrance testing will routinely begin early in the eleventh grade and continue during the twelfth grade, probably being completed by the middle of the latter year, either just before or just after Christmas vacation. Testing in the eleventh grade will emphasize aptitude and interest measurement; in the twelfth grade, achievement in subject fields, including competence in mathematical skills, English composition, and foreign language conversation.

Guidance programs which prepare students to face these pressures will be forced to change testing procedures now relying all too heavily upon aptitude tests, which at best are no more than accurate predictors of scores on the College Entrance Examination Board's Scholastic Aptitude Test, and on interest inventories of a rather general nature, designed to help students in making occupational plans. During the next few years there is good hope for the development of differential aptitude tests which will predict specific as well as generalized performance—tests which will contribute directly to the student's knowledge of his own capacities and the counselor's knowledge of the student. With such knowledge, the prediction of scores on generalized aptitude tests will be almost incidental and, in a sense, beside the point.

There is also the possibility of a set of tests, each one fairly brief and covering a narrow spectrum, which together will yield information on candidate interests, aspirations, aversions, and attitudes. Behavioral studies, in exploring the possibilities of developing such tests, have produced instruments which can be characterized as a promising base for further exploration, suggesting that the tests may be available within five years.

Another set of measures in the form of evaluations of dominant attitudes and requirements, both social and intellectual, in different colleges has also been under study and may produce instruments which will evaluate colleges in terms of their suitability for given types of students. Such evaluations, if available, would formalize a type of information that is already of the utmost importance in the art of college counseling.

Much of the effectiveness of guidance, and particularly of early guidance, will depend on the recruitment, selection, and training of school guidance officers. At present, the national supply of such counselors is so small that ratios of one counselor to 400 students are not uncommon, and these ratios are often based solely on twelfth-grade students. Counseling, to be effective, should be in the ratio of one counselor to 150 or, at most, 250 students and should begin not later than the eleventh grade. The development of training programs for counselors has been notably slow and until recently has also been a series of grudging compromises with the traditional concepts of vocational counseling which have so long been dominant in our schools.

III

WHAT of the nature of academic preparation itself and its ultimate effect on the student and the institution of higher learning where he may continue his education? As noted already, there is reason to believe that, before the decade of the '80's has run out, the patterns of college entrance will have changed to the point where all high school graduates with an IQ of 100 or better will go on to college. This implies at least three things: first, that there will be a general upgrading of high school preparation; second, that good counseling and guidance will become much more prevalent; and third, that the makeup of some collegiate institutions will be adjusting to the needs of the new wave.

Actually, three fairly distinct levels of college entrance are beginning to appear and will become more sharply defined in the years just ahead. Similarly, three different levels and types of programs will probably develop within colleges.

The first of these is what we might call the advanced level, and this is the kind and quality of preparation now necessary for admission to the highly selective colleges.

Until recently it has meant high aptitude for studies as measured by a test plus high achievement in studies without inquiry into specific content. Now, competition for vacancies in freshman classes is raising the level of expectation to a point where advanced courses—fourth-year mathematics, fourth-year foreign language, advanced English, and advanced science—are coming to be more or less expected. It is foreseeable that by the end of the next decade or so the advanced level will require for college admission courses which are now considered as being at the advanced placement level. Students who have not taken such courses will not be qualified for colleges which operate at this level. There are perhaps fifty colleges which are now emphasizing preparation in subject fields. All of these colleges may be expected to move to the advanced level of preparation. They may be joined eventually by as many as fifty others.

It may be expected that an emphasis on performance will develop along with the emphasis on quality and quantity of studies. Thus, students will be expected to demonstrate ability in written communication (English composition); in use of mathematical skills; in ability to converse in a foreign language; and in ability to apply the scientific method in the solution of problems.

It is obvious that changes in requirements at this level will produce changes in the secondary school curriculum which must go beyond the substitution of advanced placement courses for existing twelfth-grade courses. Such a substitution, on a large scale, is in fact unthinkable without a careful review of the entire secondary curriculum as far back as the entry into junior high school. The fact

is that only by careful pruning and strengthening of the program in the earlier years will it be possible to reach the present advanced placement level by the end of the twelfth grade. It will also be important to develop college guidance procedures perhaps as early as the seventh grade in order to identify and counsel those students who should, and those who should not, be encouraged to move to the advanced level of preparation.

Finally, the general movement by the selective colleges to the advanced level as an admissions standard imposes curricular responsibilities which they must recognize. Even now colleges which grant advanced placement to as many as 25 per cent of their freshmen are encountering serious difficulties with their prescribed freshman courses. Any further raising of the admissions standards will virtually require a series of curriculum revisions which will either eliminate certain standard freshman courses and allow the student to proceed directly to advanced work, or will force a raising of the standard of the freshman courses and a consequent overhaul of the college's advanced courses.

The second level of preparation will be the one we now consider represented by the conventional college preparatory program familiar to all. This is the program which, with some allowance for regional differences, meets the requirement for admission to most liberal arts colleges except for the selective ones just discussed. The important thing about the program is that any student who completes it today may gain admission to some liberal arts college.

In the next ten to twenty years, the program may not change markedly, but its use almost certainly will, for, as college pressures increase and entrance examinations begin to come into wider use, the students who are now permitted to complete the standard program despite mediocre abilities or crippling lack of interest will find themselves eliminated as college prospects even when they meet the formal requirements. This may mean that the standard level will, in the future, have to be restricted to students who have a reasonable chance of success in college, which in turn must mean that school guidance programs must take on the responsibility for identifying and counseling students early enough in their secondary school program (not later than the close of the tenth grade) to enable them to meet college entrance requirements.

Clearly, a third level of preparation is already emerging, and will expand substantially as a consequence of developments already suggested. This new level of preparation will involve the wide availability of a form of post-secondary education which now exists in a number of public junior colleges and community colleges, and in some separate division of degree-granting institutions. By reason of being offered under college auspices, such programs are accepted as college work despite

the fact that in form and content they are essentially a continuation of the type of material now taught in those secondary school programs which lead to the general diploma—specifically, social science programs with emphasis on citizenship and community living; communications skills; basic sciences; humanistic studies emphasizing basic cultural materials; reading programs; and specific interest courses.

Given the type of program outlined above, it must also be clear that specific preparation and careful measurements of ability will not be necessary parts of the entrance requirements. What will be needed will be interest, willingness to work, a modest capacity to learn, a receptiveness to the idea that study is a reasonable form of preparation for employment, and a high school diploma. After admission, tests touching upon skills, interests, behavior, and aspirations could be of great value for purposes of program planning, and even more importantly for counseling with students about their problems, hopes, and goals.

This entire level of education will have to be recognized as being not primarily an educational development but rather a social and economic measure to compensate for the disappearance of the market for unskilled labor. This market, of course, never actually disappears, but it, too, has its entrance requirements, and within this century its entrance requirements have moved upward from literacy to high school graduation. They will, as we have been predicting, move higher yet.

IV

As the pressure of numbers increases, and as the three-indicated levels form, it is inevitable that corresponding changes will occur in the actual process of transition and in the mechanics of admission to college. There exist today the beginnings of two trends which promise some hope for at least partial amelioration of the complications which lie ahead.

The first trend is toward a major increase in secondary school participation in the admissions process. This has already been alluded to in references to student identification and guidance but only in terms of the school's obligation to develop the abilities and interests of its students and to assist them in educational planning. A more recent development has been the direct administration by schools, within school time, of national programs of examinations, the results of which are to be used by colleges and other agencies in the selection of students for admission or for the receipt of financial aid. Teachers are serving as test proctors, in most cases without compensation.

The number of prospective college candidates tested by such programs is already beyond a million a year and there is reason to expect that very soon—within two or

three years—nearly all students who have any basis for aspiring to enter college will take these tests in the eleventh or twelfth grade, or possibly in both.

There has been a tendency on the part of secondary schools to resent these new programs, even though they cooperate in their administration, as unwarrantable demands upon their time, and this is understandable in the light of the number of different programs of this nature already in existence. But it must be noted that the development of these programs is, in effect, offering to the schools an opportunity to participate directly in the admissions process by supplying them with test information and interpretive materials on which they can base valid advice and counsel to college-bound students. With such an opportunity, schools may find methods for directing applications for admission and for financial aid in such fashion as to reduce their own multiple application problems and at the same time increase their students' chances of successful application.

It is now sufficiently clear that national examination programs conducted by schools have such values, realized and potential, that they must not be discarded. It is also clear that they are a bother and can become an abuse. But it must be recognized that they are a consequence of the fact that nearly half of all high school graduates now go to college and that over half of all college applicants now undergo some form of examination before they enter college. In view of these facts it is evident that the increases that are to come in the number of college-bound students will require the school to do more, rather than less, administering of external examinations and that the results of these examinations will become more important in the admissions process.

It is foreseeable that agreements between schools and colleges as to the nature and timing of school-administered programs may eventually reduce the numbers of tests to be taken by individual students, reduce the costs of college entrance tests which must be borne by the students, improve and extend the usefulness of such testing, and eliminate, through timely advice, a substantial part of the uncertainty that surrounds the admissions process. These are hopeful forecasts, but they are implicit in this development, and they certainly warrant determined efforts to bring them to realization.

The second trend, which is not now but may easily be directly related to the first, in the future, is toward the development of two-stage admissions operations in which the first phase rests upon the student's performance through the eleventh grade, and the second on his twelfth-grade attainment.

It has been observed over a period of some years that half of the candidates who take College Board tests as twelfth-grade students have already taken them in the eleventh grade. As a logical development of such testing, a number of colleges are now prepared, on the

request of schools, to advise candidates of the prospects for admission well in advance of the usual dates for the filing of applications. This advice is ordinarily in the form of firm encouragement or even admission commitments to some candidates, firm discouragement or rejection for others, and noncommittal encouragement to others to continue their applications for later decision. These early advisement or early decision programs have generally been limited to superior or outstanding candidates; they must be considered to be a very limited form of the two-stage admissions process. It is, however, a form which has worked to the satisfaction of all concerned, and there appears to be no reason why the same principle might not now be extended to all eleventh-grade students who take the Board's test as preliminary candidates.

The rapid development of school-administered testing programs suggests that the concept of early advisement might easily be extended beyond the group of students who now take the regular Board examination. Such students could submit their applications for early advisement based on the Preliminary Scholastic Aptitude Test (PSAT) administered in October rather than waiting for the results of the Scholastic Aptitude Test (SAT) taken in March or May. However, despite the advantages of such a procedure, which should be considerable, there are reasonable objections to the suggestion on the grounds that it might well produce the unsatisfactory result of merely advancing the whole business of multiple applications by one year.

To meet this objection, it would probably be necessary to go one step further by drawing together a group of colleges which would agree on minimum standards for encouragement or discouragement of candidates and would further agree that all eleventh-grade, or first-stage, applications would be handled centrally, under committee control, with reference only to the agreed standard and without exceptions in terms of any amendment to that standard by individual institutions.

The effective use of the results of an early advisement program would, of course, be a responsibility shared by schools, candidates, and colleges, but it seems a reasonable estimate that it might reduce the incidence of multiple applications by as much as a third. This would benefit colleges which have too many applicants, and in so doing might well increase by as much as a half the number of final first-choice applications to the considerable number of excellent colleges which now have too few such candidates.

If such a program could be formulated and put into successful operation—and it must be noted that there are valid objections to be overcome and major administrative problems to be solved—it would represent a major move toward the simplification of the most onerous aspects of present admissions operations.

V

LOOKING beyond the developments and interaction between secondary school and college, and past the transitory stages culminating in admission, we might consider another area of great potential change and growth—the graduate school. At present, selection and admission for the professional and graduate schools depends mainly on academic record plus, in some institutions, the collective intuition of admissions committees. A number of tests are in existence, but, save for law and medical schools, they are still used sparingly and with some suspicion. The type of admissions process used in both graduate and professional schools is in fact not beyond the level of the admissions process which colleges were operating fifteen or more years ago, that is, essentially a management of admissions by faculty committee with scant consideration for the methods, experience, or concerns of the professional admissions officer. It may well be that these admissions operations will continue in this fashion or should continue in this fashion, although there is so far little, if any, proof that doctors or lawyers or professors of English make better admissions officers respectively for medical schools, law schools, and graduate English departments than do professional admissions officers. In fact, we have evidence that this problem, if examined objectively, would almost swing the other way. But such arguments are essentially beside the point, which is that in this case the management of graduate and professional admission by committee means a similar management of recruitment, and leads to the question of how a democratic admissions process might stand up under the increasing pressures of applicants for admission to graduate and professional schools. And the pressures are bound to develop as the crest of the student wave moves on toward the graduate and professional schools.

Hence, it is here that we may well see steadily mounting interest in test development and test use during the next decade or so. Between 1957 and 1959 the Educational Testing Service has reported nearly doubling the number of Graduate Record examinations it administered to assist the appraisal of applicants for graduate study throughout the country. A similar record is to be found with respect to admission testing for law and medical schools. But even as the use of these goes up, it may be questioned as to whether the existing tests at this level come even close to meeting the real needs. The real need actually is tests to measure the results of education. These are not narrow problems and they are not to be solved easily by any critic or by routine testing operations. Rather, they call for deep, multidimensional searching tests, factorable into answer and score patterns, which will permit the measurement of students as proper candidates for advanced study. Such tests do not now exist, but they could be brought into existence, and if

brought into existence we could learn their use and application. Our ability to evolve such tests and to rationalize the relationship between undergraduate college and admission to graduate and professional school will be, in a sense, a challenge by which we can mark our success or failure in movement into the coming age of college.

In closing, a word of caution: to speak of the coming age of college is in a sense only to say that the educational requirements for general admission to adult life will, somewhere around 1985, become four years of

college, just as in 1900 they could have been described roughly as graduation from grammar school, and in 1930 could have been described roughly as graduation from high school. This is a change which will add great expense to American education, and will add to parental expense in supporting the children who will be well past their majority by the time they have completed their education. It also will lead to better understanding of the working of modern society, to better understanding of our historical heritage, to better ways of dealing with contemporary problems, and to better uses of natural and man-made resources.

... wisdom needs no external authority

Many teachers love to be asked questions but only those they can answer. There are, I fear, too few who can gracefully acknowledge that they do not know or that they were mistaken. It is a myth that the young in *intellectual* matters are naturally rebellious and it is the easiest thing in the world to silence them by ridicule, cold indifference, or the show of outraged dignity. There is a deeper courtesy than the conventionalities of outwardly polite behavior. This consists in recognizing the educational significance of the process by which the student reaches an uncoerced conclusion—or rather a conclusion coerced only by the materials he is dealing with. "It is not I who tell you this"—the teachers' attitude should say, "but the facts in the case"—if there are facts. There is, of course, "ancestral wisdom," but when it is invoked it must be invoked because of its wisdom, not because of its ancestry. And wisdom, whether ancestral or present, needs no external authority.

From "The Danger of Authoritarian Attitudes in Teaching Today," by Sidney Hook, *Bulletin*, Autumn, 1951, p. 529.

What Do Examinations Teach?

By EMERSON W. SHIDELER

TWO recent conversations have pointed up for me a teacher's perennial problem: testing student progress. One conversation took place outside my office door between an unknown member of the faculty and the head of our testing service; the faculty member was asking for suggestions for the formulation of objective tests for his course, because, he said, "I don't know enough to judge essay examinations." The other conversation was between the writer and the head of one of our science departments who stated flatly that his department had completely abandoned "objective" tests because prospective employers in his field seemed much more concerned about the kind of tests he administered than about the content of his courses. They even went so far as to say, as soon as they learned that essay examinations were being used exclusively, "That's all we want to know; we'll take every man you graduate, for we are fed up with men who cannot produce a field report that makes sense." Yet some of my friends who know a great deal more about testing than I do insist that much more valid results could be obtained in my philosophy courses with "objective" tests of one kind or another than with my present essay questions which, to make matters worse, I sometimes assign for answer outside of class.

Since that first conversation in which the faculty member frankly confessed his inadequacy to judge essay answers, I have been wondering how he reads the books in his field, or even the newspapers. There are almost no areas of activity which regularly transmit information in tabular form except the market reports; usually these are summarized in essay form for the convenience of those with neither time nor wit to comprehend the tables. As a matter of fact, this instructor did not delineate his difficulties in reading essay examinations in the tabular, discrete, or random fashion of "objective" tests; he used sentences one after another in fairly lengthy paragraphs.

Quite aside from the intrinsic contradiction in his own behavior in this instance, there is at stake a fundamental understanding of what knowledge is, and what the relationship between student and instructor should be.

II

IN the first place, knowledge does not consist in the quantity of one's facts. To paraphrase a famous philosopher,

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knowledge without data is hollow emptiness, while data without understanding are meaningless. "Objective" tests probably do an adequate job of testing the accumulation of facts or data which the student has at ready command, although it is an extraordinary true-false test of any length which does not contain some of the answers within itself in other statements. A person without facts at his command is helpless; he has nothing to think with, and perhaps nothing to think about. But, unfortunately, a mass of facts at hand is no evidence of capacity to integrate those facts into a meaningful comprehension of the subject matter, or of capacity to communicate the understanding one has achieved.

One might reply that the purpose of a course in soils, for example, is to teach the student the facts about soils, not to teach him communication in English. However, unless the student is able both to integrate what he knows about soils into some kind of working understanding of the relationship of one soil type to another and to crop production, and also to communicate that understanding to others, he has little that is of use to him. A teacher of a specific technical subject cannot ignore the problem of communication with reference to the subject matter at hand. Not even such technical skills as welding, for example, are taught by the random sampling process of "objective" tests. If it is necessary to the student's understanding to present the material to him in a systematic fashion, then a testing procedure which ignores that systematization measures little that is of significance. If, on the contrary, the essential emphasis is upon the amassing of certain facts such as the names of the muscles of the human body—with their location also, one hopes—or the necessary labels in a botanical classification, then some test which measures the extent of accumulation is justified.

A major problem in testing is that of determining the extent to which the student has learned to integrate the material into a meaningful whole. Even though it can be argued that a sufficiently detailed true-false or multiple-choice test does indicate whether or not the student can relate one item to another by the extent to which answers to various questions hang together or point in all directions at once, such tests give few clues to the student's difficulty in integrating the material.

Students habitually insist that "objective" examinations require different methods of preparation than essay examinations. An essay question requires organization and synthesis if he is to answer the question at all. "Objec-

tive" questions require memory of discrete items, and if the student anticipates this type of test, he concentrates on memorizing the items he expects to turn up. Admittedly some students—and perhaps some teachers—see essay questions as the sort which deal in generalities, meaning vagueness. But one experience with an instructor who expects information as a part of the answer will destroy that illusion.

However, if the illusion be the teacher's, namely, that an extended statement is by definition both vague and incapable of significant evaluation, we are brought again to the problem of what constitutes knowledge as the teacher sees it. Unless facts and data, names, dates, formulae, stand within a total context of meaningful relationships one has nothing he can use. One who thinks that mastery of a field consists only in ability for immediate recall of the discrete items in the catalogues of a field of knowledge, without reference to capacity for integration and communication, has lost all awareness of why his subject should be taught. Examinations are for something more than merely to provide a quantitative measure for grading purposes.

III

BEHIND the matter of what knowledge is, there lie more subtle problems of assumptions about the student's relation to the subject matter, and assumptions about the relation of student to teacher.

"Objective" tests assume that the true relation between student and subject matter is the same as that between a miser and the objects of his longing. The good student accumulates and has at ready command more of these things which true-false or multiple-choice questions talk about. The poor student either cannot accumulate a sufficient quantity of such things, or he does not have them at ready recall. Acquisitiveness and immediate availability are the only relevant considerations. But the difference between a genuine collection and a horde of knick-knacks is an operative principle of organization which articulates both the gathering and the order of presentation of the material.

The way students study for examinations reveals clearly what they think the goals of the learning process are. By attending to details and specific statements in preparing for "objective" examinations, they show clearly that the goal is to accumulate enough discrete items to outguess the examination. Cramping is not reviewing; it is the attempt to anticipate in advance a satisfactory number of the items the instructor will include on the test. While many of the items will not stay very long in the memory, by cramming they will be fresh enough to serve the immediate purpose of the examination. On the other hand, students tend to feel that the best way to study for an essay examination is simply to acquire a few vague and

broadly inclusive ideas about which they can spin words. Here information is of no particular import. Instead, the emphasis is upon a "broad" point of view.

It is surprisingly difficult to persuade students that one prepares most effectively for either type of examination by the same process. Students are reluctant to agree that if they are in command of a basic scheme of organization for a subject matter, the details will stick in their memories, or that they will be able to deduce the right answer to a specific question in terms of the basic principles. They seem equally unwilling to admit that generalizations must be supported by, and made meaningful with, items of information.

In either case, the student does not see himself as a participant in the field of activity being studied. Instead, he is simply looking at a showcase—the textbook, or his notes on experiments and instructor's lectures—which exhibits a great many items which he hopes to remember in sufficient number to get a passing grade. He does not see himself as one taking part in the enterprise represented by the field of study. If he is a chemist, he is concerned about formulae, and the behavior of chemicals under particular conditions. He does not see himself as the important element without which the experiment would not occur at all. The formulae simply describe external and passive substances; they do not offer to him a means whereby he can participate meaningfully and cooperatively with a process of change.

If he is an agronomist, the student tends to see himself confronted with an enormous mass of confusing data about soils, fertilizers, seed strains, potential crops, which he must somehow remember. His position is not perhaps significantly different from that of a coal hauler who confronts a car of coal to be shoveled into the bin. A shovelful at a time the coal is transferred from one place to the other, and with the last shovelful—or the last page turned or the last question answered—the job is done, the worker is through, and his whole personal participation in the process has been to provide certain muscular energy to do a job nobody has yet bothered to find a machine to accomplish. He fails to see himself in partnership with the great economy of nature, and fails to see that information about soils and seeds provides him with tools to participate more effectively in that process as one responsible to it and for it.

If he is a history student, the material too easily degenerates into a list of dates when kings made ambiguous treaties which only temporarily interrupted an otherwise continuous state of warfare. He does not recover the excitement of the human pilgrimage shared from the magnificent viewpoint of time and distance which enables him to see more of what was going on than did those who took part.

If he is a philosopher, the student finds himself confronted with a series of problems most of which, he sus-

pects, are problems about language invented by people, long since dead or forgotten, who did not have to take life seriously. Consequently, they could sit in their ivory towers contemplating the unknowable and finally producing a private vocabulary with which they could state their learned nonsense. More than the layman's scorn for abstruse technicalities is involved here. Confronted with a succession of arbitrary assertions about the nature of the world and of man, each of which demonstrates all the others to be totally false, and none of which seems to have any reference to the world of facts or problems the student lives in, it seems quite likely that he will consider his job satisfactorily done if he can remember a few of these names and labels until after the examination. He does not see himself sharing the struggle of wise and concerned men to make sense of his world in such fashion that he can share its destiny as a partner.

Now all of this relates to the motive in teaching as well as to the examining process specifically. But the disconnected and random testing pattern of "objective" tests, no matter how extensive their coverage may be, only underlines and reinforces the non-involvement and lack of concern which is the attitude of many students. Essay examinations will not of themselves bring the student into a working partnership with his subject matter, but they will make a little clearer to him his own failure to discover or to discern what the point of the endeavor really is. The requirement actually to state in words his understanding of what a field is all about makes it impossible for him to hide his lack of understanding behind a veil of guesses as to the truth or falsity of fifty different and unconnected statements.

IV

THE teacher-student relationship is also at stake in the examining process. Since a quantitative grade can be given to a true-false examination, the instructor is relieved of a certain personal involvement that is inescapable when he puts his opinion of a given essay into a grade. But what is the teacher really for? Is he simply a judge of human livestock who ladles out quantities of data to see which ones are absorbed most rapidly and to see which persons make faster gains? No teacher would for a moment admit that this was either his job or his intention. But the testing procedure may well reduce teaching to just this.

The teacher may insist that academic procedures being what they are, some kind of a grade based on more than sheer guess or good will is necessary. A quantitative test capable of machine scoring is a great help to the teacher of large classes in this necessity. It saves him both time and emotional involvement. He can stand entirely outside the student's world and say with complete objectivity that while there may be no significant quantitative difference

between a score of 59 and one of 61, with 60 as passing, nevertheless the student made 59 and he fails, while another made 61 and he passes. It is too bad, but that is the way life is—and the student repeats the course.

Instead, the teacher must be a partner with the student in the learning process; examinations constitute one form that the partnership takes. Properly, the teacher asks questions that indicate the centers around which information focuses in order to lead to meaningful generalizations, and the student attempts to marshal his information around those centers to produce the generalizations with their supporting evidence. No pattern of true-false questions can do this job. The only way it can be done is for the student to state at length, with supporting data, what these data mean with reference to the problem posed by the question. No teacher could possibly pose all the relevant alternatives as parts of completion or multiple-choice questions. But even if all the important—from the teacher's point of view—alternatives were included, he would have no indication that the student had actually found the significant clue.

Inescapably, something of the student will creep into an essay statement. It should, and it must, if the student is really to come to terms with the material. Inescapably also, something of the teacher will creep into his evaluation of an essay statement. But the teacher-student relationship is a human relationship in which two persons are making more than casual contacts with an important goal in view. In the teaching process both of them talk extensively; it is therefore not inappropriate for them to talk in an evaluating situation also. There are enough barriers between teachers and students at best without interposing the barrier of unconcerned detachment as well.

It might be replied that the suspicion of personal bias in evaluating essay examinations might be more of a barrier than the form of the test itself. Here there is a misunderstanding of the nature of the testing procedure, in the assumption that one form emphasizes such bias and another eliminates it. The possibility of bias is at least as present in the choice of items for a multiple-choice test as it is in the evaluation of an essay answer. The only actual difference between the two is that it is sometimes easier to justify to the student the grade he received if the teacher can take refuge in the declaration that in the given instance only twenty of the fifty statements were true, whereas the student indicated that forty of them were. It is much more difficult to be precise as to why a given paragraph got the grade it did when another paragraph with apparently similar information got a higher grade. Yet, if the student chooses—as he sometimes does if he gets his paper back—to debate the exact and precise meaning of the true-false statement he said was true and the teacher claims to be false, most of the apparent advantage in justifying "objective" grading evaporates.

The real question is whether it is possible, or proper, to interpose between the teacher and his students some means of evaluation which will relieve the teacher of both the responsibility for, and the pressure of, making personal judgments about the achievement of students. A large element of personal bias enters into the selection of items to be included in a true-false examination. This is true even though the teacher keeps records from year to year of the questions that were missed and of the ones that fooled nobody. Some forms of testing procedure are easier to hide behind, particularly if all the student sees is his score with no chance to see what he got wrong.

But the instructor still makes a personal judgment. In the essay judgment his decision as much as the student's assertions are out in the open for all to see. The instructor may be faced with continual argument about his decisions if he returns the papers, but this is part of the dynamic relationship he is involved in as a teacher. He is dealing with persons, on a personal basis; hence there must be communication by both to each other in personal terms. Any mechanical instrument between them destroys the personal interaction which is the heart of teaching.

A partnership relation in learning is possible. Even examination methods must participate in the partnership.

Plea To His Students

That vitreous stare of those who drink TV
Bombards me hour by hour. True, I fear,
Those rumors from Improvement's talkative tower
Foretelling my transformation to a set,
Which in pale afteryears may bow and smile
As I should now; but have I vanished yet
Or altered, become an audio-visual strut
Addressing shapely parcels of young entrails
With glass eyes stuck on top? Make of me not
Today that image scratching a rainy screen.
A voice speaks now, is mine; all else you hear,
And resent as interference, are the ticks
Of a tiring brain, the knockings of a heart.
Will they not startle you human from your chairs,
Alive at last, avowing our mutual need?
Come! Prick my flesh. Like Shylock, I will bleed.

ROBERT A. HUME

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How Fair Are Your Grades?¹

By Oliver L. Lacey

EARLY in each term most of us make an announcement to our classes somewhat along the following lines: "There will be two hour examinations and a final examination. Each hour exam will count 25 per cent and the final will count 50 per cent of your term grade." And we fully intend this to be so. How frequently we fulfill the intention is another matter.

Consider, as an artificial and over-simplified example, the following exam scores (shown in Table 1) made by a class of ten students upon an hour exam and a final. The instructor has decided that the hour exam is to count 25 per cent and the final 75 per cent in determining the term grades, *i.e.* that the final is to be weighted three times as heavily as the hour exam. In order to accomplish this weighting he has used 100 items on the preliminary exam and 300 on the final. Before reading

TABLE 1

Student	Hour Exam (out of 100)	Rank	Final Exam (out of 300)	Rank
A	50	6	145	5
B	90	2	125	9
C	70	4	135	7
D	80	3	130	8
E	60	5	140	6
F	40	7	150	4
G	10	10	165	1
H	30	8	155	3
I	20	9	160	2
J	100	1	120	10

further, I suggest that you manipulate these scores to obtain a just rank for each of the ten students in accordance with the instructor's promise to weight the final three times as heavily as the hour exam.

By far the most popular approach is simply to add the two scores together obtaining total scores as shown in Table 2. Then comes the problem of assigning letter (or percentage) grades—but this is a variable dependent

TABLE 2

Student	Total Score	Rank
A	195	6
B	215	2
C	205	4
D	210	3
E	200	5
F	190	7
G	175	10
H	185	8
I	180	9
J	220	1

on many uncontrollable factors including the state of the professor's digestive system, and we shall not consider it here. The important thing is the relative positions of the students. And using this method of simple addition, Student J must certainly be given the highest grade and Student G the lowest. The method appears on the surface quite justifiable. The final is scored out of 300 and the hour exam out of 100, so simple addition of scores looks as if it should give the appropriate weighting. Moreover, the mean of the final is 162.5, which is (approximately) three times the mean of the hour exam (55). However, these arguments are specious, and if you used this method on these data you have committed a monstrous injustice. Student G in particular has every moral right to sue—although Student J may well be willing to defray your court costs to retain his (unjustified) rank.

To understand that this common method (simple addition) is indeed wrong it is probably easiest to note that the final order of the students is exactly the same as their order on the hour exam. The final, in fact, has had no effect whatever upon the ranks—although it has pulled the individual scores somewhat closer together. Certainly this contradicts our initial intention to consider the final three times as important as the hour exam.

The truth of the matter is that weighting must be done in terms of variability. The number of test items and the mean for the test are irrelevant except insofar as they may alter the variability. Casual inspection of the results shows that the variability of the scores on the

¹ This paper was supported by a grant from the University of Alabama Research Committee.

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hour exam is double that on the final. Straightforward addition thus in effect weights the hour exam double the final. Obviously, what we must do to yield our intended 3:1 ratio is to add in the final scores *six times*. When this is done the resultant scores are as shown in table 3.

TABLE 3

Student	Hour Exam	Final Exam X 6	Total Score
A	50	870	(5) 920
B	90	750	(9) 840
C	70	810	(7) 880
D	80	780	(8) 860
E	60	840	(6) 900
F	40	900	(4) 940
G	10	990	(1) 1000
H	30	930	(3) 960
I	20	960	(2) 980
J	100	720	(10) 820

It is clear that Student G would indeed have a right to be bitter with his rank as arrived at by straightforward addition. Indeed, the set of ranks reached by the "right" method is precisely the reverse of those found by the superficially plausible scheme of simple addition.

As most will have recognized, the particular figures I have chosen are loaded to dramatize a point. There is in fact a perfect negative correlation between the scores on the preliminary exam and the final. Moreover, the variability on the final is one-half that on the hour exam, despite the fact that there are presumed to be three times as many items on the final. Such an event *could* happen but would be most unlikely. In the ordinary case, grades will be positively correlated and the longer exam will tend to have proportionately greater variability. Thus most grades are estimated with reasonable accuracy. Occasionally, however, some injustices will be done.

It is clear that to obtain term grades in accordance with our intentions we must weight the individual scores *according to variability*. In the artificial example presented, casual inspection is enough to indicate that the variation of the hour exam scores is double that of the final exam scores. In actual cases, however, the variabilities are not immediately evident. A common solution is to compute the standard deviation and to express scores in terms of this statistic weighted appropriately. An examination of a set of fifty actual grades involving a laboratory grade, an hour examination grade, and a final examination grade showed that the use of the proper weighting procedure would alter the ranks of twelve students by more than three units. More significantly, the change would be great enough to alter the letter grade in nine cases.

Despite the fact that proper weighting yields results which are importantly different from the common approach—particularly to certain students—most instructors

take a dim view of it. And they can scarcely be blamed. It demands the computation of several standard deviations. Such a process is at best laborious and to a non-statistician often appears mysterious and possibly even immoral. Even worse, each score now requires a fair amount of arithmetic in its own right. If these troubles can be overcome, however, perhaps the general method can be made acceptable.

First, let us dispose of the standard deviation as a necessity. In place of it any respectable measure of variability will do. And the range (or a closely related measure) can be obtained in thirty seconds where the standard deviation might require half an hour. Even better may be the use of a modified range—from the *next* to the highest value to the *next* to the lowest value (R'). It is even arguable that R' is a better statistic for our purpose than the standard deviation, since it tends to eliminate extremely low grades made by students who have essentially given up and thus no longer are properly a part of the distribution.²

The range (or " a " range) gives practically the same results as a standard deviation, with almost no arithmetic necessary to obtain it. Now what can be done to lighten the burden of computing the individual totals? Let us take an artificial example as illustrated by Table 4. Here we have the results on an hour examination and on a final. We shall assume that we wish to consider the final twice as important as the hour exam. We examine our ranges and find that the range on the hour exam is 30, and the range on the final is 80. Now if the final is actually to be weighted double the hour exam, then its range should be double that of the hour exam. In this case, its range is some $2\frac{2}{3}$ times that of the hour exam, so simple addition will not yield the appropriate weighting. Obviously, the thing to do is to code the scores in some fashion so as to make the range of the final double that of the hour exam. One way of proceeding is to multiply all scores on the final by $\frac{3}{4}$, thus cutting the range to 60, or alternatively we may multiply all scores on the hour exam by $\frac{4}{3}$, thus obtaining a range of 40. Then the scores can be directly added. The process is illustrated in Table 4. As can be seen, two rank changes occur even in our small group of ten. Without going through the labor of computing the standard deviation, it may be said that if this "exact" method is used, the rank orders of the students turn out to be precisely the same as in this simplified method.

To summarize, we have pointed out:

1. That grades as usually computed may, upon occasion, fail seriously in fulfilling our good intentions.

² This process can be carried on, if desired, to the use of the interquartile range, but more counting is involved. From a practical point of view it seems well to count into the distribution until some "respectable" degree of stability is reached.

2. That an accepted "exact" method exists, but is laborious and to some even frightening.
3. That a fairly easy approximate method is available,

which will give almost precisely the same results as the exact method and still conform reasonably well with "all the principles of allowable witchcraft."

TABLE 4

Student	Grade on Hour Exam (100 possible)	Grade on Final (200 possible)	Simple Total	Rank	Weighted Total	Rank
1	70	150	220	(4)	243	(4)
2	95	190	285	(1)	317	(1)
3	60	100	160	(9)	180	(9)
4	50	60	110	(10)	127	(10)
5	80	160	240	(3)	261	(3)
6	90	180	270	(2)	300	(2)
7	65	110	175	(8)	197	(8)
8	75	115	190	(7)	205	(7)
9	70	140	210	(5)	233	(6)
10	80	129	209	(6)	236	(5)

Weighted Total = Final Grade + 4/3 Hour Exam Grade

... to act on the basis of knowledge and understanding

In the United States there is a very special reason for supporting a freedom dedicated to the increase of knowledge, the ceaseless sifting and winnowing of the facts and generalization presumed to have been established, and the spread of this knowledge without hindrance or distortion. For the United States, to our great good fortune, is one of those countries in which the people have the final say. We are the ultimate authority. In last analysis we are sovereign. In so simple a thing as an airplane no one would choose to have part of the dials and gauges blacked out from the pilot's view. In an automobile no one would choose to have the driver blindfolded. In our government We the People sit in the driver's seat. By itself academic freedom cannot make all the people paragons in knowledge and wisdom, but it is the enabling factor for putting the electorate into position to act on the basis of knowledge and understanding. Its defense therefore is an act of patriotism.

From "The Practical Defense of Academic Freedom," by John Walton Caughey, *Bulletin*, Summer, 1952, p. 248.

Academic Freedom in Canada

By FRANK H. UNDERHILL

These are some rambling reflections on the subject of academic freedom in Canada. As I discovered after rashly accepting the invitation to speak at this annual meeting of the C.A.U.T., when I began to read a little, the subject in all its ramifications has not received nearly so thorough a discussion in Canada as in the United States. The most enlightening book that I came across among recent writings is an historical one: Richard Hofstadter and Walter P. Metzger—*Development of Academic Freedom in the United States* (1955). Metzger in the second half of this volume, dealing with the period since the Civil War, points out that controversies over academic freedom have grown with the emergence of the modern university out of the little liberal arts college. University teaching and research have been professionalized, and the university holds a higher conception of its function in the search for truth than did the old denominational colleges. Hence the university, or some of its professors, has been more apt to clash with the outside public as represented by boards of regents or legislators or newspapers or other interpreters of public opinion.

I should think that we are likely to approach this problem most realistically if we accept the fact that a university will always live in a certain state of tension with the community outside. The blessed state of togetherness is neither attainable nor desirable. But tension may be creative as well as destructive. If university men ever accept the ideal of togetherness either for their own intrauniversity life or for the relations of the university with the outside world, then the university has sunk to be a big business corporation in which they are grey-flannel-suited organization men who deserve whatever may happen to them at the hands of the President and the Chairman of the Board.

Metzger, in his review of leading cases in American university history, makes one point which is specially worth remembering. The successful defence of the professor's right to freedom in teaching or speaking has

depended almost always in these test cases on the personality of the president. Where there has been a good president, academic freedom has been reasonably safe. Clearly it follows from this that if professors have no more control over the choice of president than they have over the weather, then their own position is precarious.

I have been reading a good deal in the voluminous material devoted to the attempt to define academic freedom. No doubt the C.A.U.T. will have to reach a satisfactory working definition of its own, applicable to Canadian conditions. My own personal feeling remains that the best way to defend academic freedom is to exercise it. As an historian I dislike the methods of the social scientists who spend so much time at the outset of their investigations in defining their terms. The historian tends to reach a definition of what he was studying only at the end of his investigations; and he distrusts too much preliminary definition as being liable to commit you, implicitly and unconsciously, to answering in your definitions all the questions which you should spend the rest of your life investigating. However, we are all sociologists now; and, on the assumption that I am addressing an audience composed entirely of professional or amateur sociologists, I shall preserve my academic respectability by offering a definition.

It is that of Sidney Hook, as given in his book *Heresy Yes, Conspiracy No.* "Academic freedom is a specific kind of freedom. It is the freedom of professionally qualified persons to inquire, to discover, publish and teach the truth as they see it, in the field of their competence, without any control or authority except the control or authority of the rational methods by which truth is established." At another point in his book Professor Hook remarks about academic freedom that "more sloppy rhetoric has been poured out per page, both by those who believe they are supporting it and those intent on criticizing it, than on any other theme, with the possible exception of democracy." At the danger of getting into some of this sloppy rhetoric, I shall now proceed with my reflections on the subject without paying any further attention to the definition that I have accepted.

As to the intra-mural aspects of this question, it is clear that the effective freedom of the individual professor depends upon the degree of self-government which he and his colleagues have attained in the control of the policy-making of the university. With universities growing so rapidly and depending so vitally on financial support from the outside public, the ideal of the com-

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This article forms the substance of an address given by Mr. Underhill at the meeting of the C.A.U.T. (Canadian Association of University Teachers) in the University of Saskatchewan on June 6, 1959. The article is reprinted from *The C.A.U.T. Bulletin*, Vol. 8, No. 2, December Issue, 1959, by permission of its editor and the author.

pletely autonomous self-governing academic body has little relevance to North American conditions. And the history of Oxford and Cambridge, those Utopias which are completely controlled by their academic citizens, does not lend much support to the idea that it is wise to leave academic institutions over long periods altogether free from outside interference. This control by the outside public is now exercised on this continent through boards of regents or governors; and the legal relationship between them and the professor has been established as that of employer and employee. The problem then becomes that of modifying this legal relationship by the growth of constitutional custom.

What we should aim at is the building up of an acceptable form of security of tenure and a recognized system of due process in the appointment and dismissal of professors, and in the appointment of heads of departments, deans and presidents. The establishment of this due process will involve many unpleasant struggles in the future history of the C.A.U.T.; and the struggles are bound eventually to centre around the ultimate question of how much share the professorial body should have in the powers exercised by the president and board of governors. For the real work of the university is done by the academic staff in their teaching and research; the function of the administration is merely to provide the material basis on which this work can be done effectively. The members of the board of governors are not likely to be individuals capable of either teaching or research at their higher levels, or even capable of judging when teaching or research is being done effectively by others. That the university scholar or scientist should be treated as an employee of theirs is outrageous. So what must be brought about is a far-reaching change in the balance of power within the university. As to what particular constitutional forms should emerge from this struggle, there are many in this audience more qualified to speak than I am.

I insert here a quotation from Professor Arthur Lower's presidential address in 1953 on *The Canadian University* to Section II of the Royal Society of Canada.

For the loss by academics of the right of self-government there are many explanations . . . English Canada has little respect for the intellectual as such . . . Canadian life has been one long eulogy of the practical man, whether he be farmer, business-man, engineer, politician or soldier . . . How that worked out in institutions of higher learning I hardly need to say. Has there ever been a professor, I wonder, who when presented with the opportunity to abandon the life of contemplation for the life of action has not jumped at the chance to become head of this, director of that, dean of the other thing? Has there ever been a registrar or bursar whose stature, by some means or another, has not been made to seem a little larger than that of the mere teacher? Open any calendar and you are confronted with a list of "Officers of Administration,"

followed later by "Teaching Staff." The names of officers of administration should be printed in small type at the back of the book . . . Without wishing in any way to offend my numerous good friends who are administrators, I must nevertheless maintain that the administrator, as such, is at best a necessary evil.

The central question is the position of the president. When I was lecturing on modern British constitutional history, I used to be fond of quoting from a German scholar, Wilhelm Dibelius, about the change in the positions of the monarch and the prime minister. "In the eighteenth century the prime minister got his importance from the fact that he was the only person in the realm who had the right of constant access to the monarch; today the monarch gets his importance from the fact that he is the only person in the realm who has the right of constant access to the prime minister." In our universities today there are too many professors and departments who get their importance not from their own intrinsic intellectual virtues but from the fact that they enjoy a special access to the president. The university will be in a healthy condition when the president gets his importance from the fact that he is the only person in the academic community with the opportunity of constant access to the most dynamic, imaginative and intellectually creative of the university's professors and departments.

Today the president gets too much of his importance from the fact that he is the only person in the university community with the right of constant access to the board of governors. He enjoys this monopoly thoroughly; and he won't welcome the intrusion of professors into his monopoly because professors can't be manipulated by him like big business tycoons. But this position will have to be reduced from that of a lusty Tudor Henry VIII or Elizabeth I to something like that of a modern constitutional monarch.

The president also gets too much of his importance from the fact that he is the chief channel of communication between the university and the outside world. And it is on this relationship, that of the university with the community at large, that the academic freedom of professors ultimately depends. The C.A.U.T. has hitherto devoted most of its attention to intra-mural questions. It seems to me that it needs to do a good deal more thinking about the extra-mural relations of the university. If the university is to be free, it must manage to communicate to the outer world a much fuller understanding of what it is doing and why its freedom is essential to a free society.

How can the community at large attain to any real understanding of what a university is, as a community of scientists and scholars, if it gets its image of a university from the typical university president? How can it believe that the university is anything but some form of organized hypocrisy when it hears speeches on the need for indi-

viduality, other-directedness, non-conformity, from presidents who are so obviously themselves perfect examples of the proper, well-adjusted organization man? How can it be led to see that it is the duty of a scientist or scholar to take a stand on what he believes to be the truth regardless of whether this truth is popular or not, and that taking such a stand is good for the freedom of the community itself, when the university is personified for it by one of these itinerant academic rotarians who never takes a stand on any concrete issue unless he is sure that most of the public (or, at least, most of the Establishment) are with him? Most of our university presidents are too much like most of our Christian clergymen; their sermons are merely against sin. Or they are too much like the bland, unexcited and uncommitted diplomats whom we now send forth from the Department of External Affairs to settle the problem of the cold war by preaching togetherness. But a university scholar or scientist should be a passionate, dedicated, highstrung seeker after truth who is only at home in a society based on free discussion, i.e., in a society in which differences of opinion and controversy are considered normal and healthy.

I do not know exactly what we university men collectively are to do about this problem of communicating with the public. Yet our freedom as individuals in expounding what we believe to be the truth depends ultimately upon the success of this communication.

The first obstacle in the way is the character of the modern university itself. For it has become a Tower of Babel whose workers no longer communicate very successfully with one another. Scientists and humanists belong to two separate cultures between which there looms an ever-widening gulf.¹ They no longer even try to understand each other.

In the last bulletin of the Humanities Association there is printed a talk to his fellow humanists by Professor Priestley of Toronto in which he refers to scientists as "gentiles". When you use such a term, even facetiously, you are of course asserting that you and your fellows in the humanities are a chosen people. And since science in our modern civilization is the path to power, the hubris of the scientists when they refer to the humanists is even more insulting. Natural scientists now seem to communicate with each other mainly in mathematical symbols. Our literary humanists, with their unmathematical myths and symbols and archetypal patterns, through which they claim to have access to a higher and holier form of truth than is available to scientists, have fallen prey to a mania for noncommunication with the rest of the world. Our social scientists, especially our sociologists, strive for status

by developing a pretentious jargon which frequently makes them unintelligible, so I am told, even to one another. Etc. Etc. The large university resembles one of those coral islands in the Pacific in which each little insect leaves its little deposit of coral shell unconscious of what its fellow insects are doing but buoyed up presumably by the faith that somewhere in a coral heaven is a great coral God who understands what it is all about. But the essence of coral insects is that they do not communicate.

The nature of our Canadian national community constitutes a second obstacle in the way of effective communication between it and the university. It is unnecessary here to dwell on the general unintellectual quality, and antiintellectual tendencies, of our Canadian equalitarian democracy. But something should be said about the light which the recent Crowe case in United College, Winnipeg, throws on the instinctive attitude of Canadians outside the university on an issue of academic freedom. Winnipeg was, no doubt, rather fiercely divided in opinion on this case. But the significant thing was the ease with which the Winnipeg Establishment imposed its interpretation on the case on the rest of the community, or at least on the non-university part of it.

In my early days when I was a young university teacher in the University of Saskatchewan, back in the 1920's, I used to idealize Winnipeg as the intellectual capital at that time of English Canada. It was the home of J.W. Dafoe and the *Winnipeg Free Press*. And reading the *Free Press* editorials day by day, with their emphasis on broader national issues and on world affairs, you got the feeling that here was no provincial small town but a metropolitan centre in touch with intellectual currents throughout the western world. How different is the situation today! The *Free Press* was unable to see any issue of principle in the Crowe case at all; it merely rejoiced in the restoration of harmony, togetherness, when the issue seemed to be settled. And Winnipeg sank back comfortably into petty parochial loyalties. As for the "disloyalty" of the troublesome professor (discovered by means of a stolen letter!), if to be critical of the head of your academic institution and to oppose his policies is to be disloyal to the institution itself, then I should say that, during the forty years in which I was a Canadian professor, a Gallup poll at any given moment would probably have discovered that anything up to fifty per cent of the Canadian professorate were disloyal in this sense and therefore should have been dismissed. The idea that you are not loyal unless you admire the head of your institution, and that he is in effect the institution for purposes of loyalty tests, is the idea on which modern big business corporations are run; but it is monstrous to apply it to an institution of higher learning. Yet this seems to have been the proposition to which practically all the Establishment in Winnipeg rallied, especially inside the United Church. Winnipeg has sunk to the intellectual and moral

¹ On the gulf between the scientific and the humanistic culture see Sir Charles Snow's Cambridge lecture reprinted in *Encounter*, June and July 1959.

level of Toronto.² As Rupert Brooke remarked long ago, this is the fate which threatens all English-Canadian urban communities as they grow bigger. "If they are good, they may become Toronto."

This leads to another consideration about our Canadian community. Why is it that English universities are freer from attack and from undesirable outside pressures than are our North American ones? One may answer that the English are still a deferential people, or point to the long tradition of freedom in English history. But there is one special element in English society which we do not enjoy. That is the functioning of an intellectual elite of which the universities are the centre and whose members are closely in touch with one another through continuous social intercourse and through intermarriage. They make up the upper ranks of politics, journalism, the civil service, the judiciary, the church, the armed services. An American academic committee which was examining the working of the Universities Grants Commission in Britain reported that the ultimate reason why it worked so well was that its members, from the universities and from the government, were all also members of the Athenaeum Club. The members of this elite tend to become a governing class. But it is to the elite of intelligence rather than that of power that I wish to draw attention. In this elite of intelligence many of the members do not possess much power or wealth. Some of them are born dissenters, non-conformists, who are always taking up the cause of some unpopular minority. And to this elite of intelligence new recruits are now regularly being added from the working classes via the Redbrick universities, some of them even via Oxbridge.

How would you identify this intellectual elite in Britain? They are the people who get their daily news from the *London Times* or the *Manchester Guardian* or the *Daily Telegraph* rather than from the *Daily Mirror*,

² My remarks about the intellectual and moral level of Toronto aroused the ire of the mayor of Toronto, who continued to fulminate on this subject for a week or more after my talk at Saskatoon, and who asserted that Toronto was a generous, tolerant and enlightened centre. Ironically enough, he had barely calmed down on this issue when the television star, Joyce Davidson, made her remarks about the lack of Canadian interest, as she saw it, in the royal visit to Canada. All the Toronto guardians of our British connection immediately started up in loud and righteous anger. And who was leading the pack against Miss Davidson's right to express her opinion in public? Why, none other than the mayor of generous, tolerant and enlightened Toronto.

This combination of incidents reveals something about the state of liberty in Canada. When the McCarthy troubles were afflicting American universities, we used to congratulate ourselves that there was no similar anticommunist witchhunt in our Canadian universities. We failed to note that we in Canada were calm because we had no such emotional involvement in China and Korea as had our American neighbors. We should not be too sure about our immunity against McCarthyism until we get into some issue that rouses the loyalist emotions of British Canada. We should resist the temptation to compound for Canadian sins we are inclined to by damning those American sins we have no mind to.

Express, Mail or Herald. They are the people who read the *Observer* or *Sunday Times* on Sundays rather than the *News of the World*; who read weeklies like the *New Statesman*, the *Spectator*, the *Economist*, the *Listener*, the *Times Literary Supplement*, *Punch*; who read monthlies like *Encounter*, the *Twentieth Century*, the *Contemporary Review*; who have listened to the Third Programme on the B.B.C. These elite journals are all edited and written by university men for university men. And these people, writers and readers, are arguing all the time about politics or philosophy or literature or art. They are continuously educating one another. Those of them interested in politics work in the Fabian Society or the Conservative Political Centre and sit on committees that draft statements of party policy.

My main point is that in England the universities form the very centre of this elite society. It is always there, alert and active, to act as an interpreter between the university and mass democratic society. Nothing is apt to strike a Canadian university man sojourning in England so forcibly as the fact that, while English universities do not go in for our Madison Avenue techniques in keeping touch with their alumni, there always seems to be a very effective alumni group who understand what a university is and why its freedom is essential to society as a whole. The group consists of this intellectual elite whom I have been trying to describe.

In the United States there has been growing up in the twentieth century a similar group, though it is not yet so coherent or so conscious of itself as a group with a special outlook in society. With its continental area, the United States does not possess daily newspapers who can concentrate on a university readership like the *London Times* and the *Manchester Guardian*. But the *New York Times* has almost this position; it doesn't have to function as an entertainment agency for the New York masses as well as a newspaper for the educated elite. And the United States is full of quality weeklies and monthlies and quarterlies. Note especially the university quarterlies which issue now from almost every college of any size. Note also the high-class journals published for special religious groups, like *Commentary*, the *Commonweal*, the *Christian Century*. The essential characteristic of all of these journals, secular and religious, is that they are written by university men for university men. (In Canada, of such religious journals, we have only the *United Church Observer*!)

In spite of the proclivity of the organized American university alumni for football teams and drunken class reunions, this phenomenon of high-class journals shows that there has developed a nucleus of university graduates who are well aware of what a university stands for in the modern community. It was these people who sprang to the defense of the university professorial body when the McCarthy fever was at its height. It would pay us in

Canada to examine more closely why it was that the Ivy League colleges, who were the main targets of the McCarthy attack, came through those troubles with colours flying. Surely it was because they are located in New England where this intellectual elite has the longest history and the most pervasive influence, and where therefore traditions of academic freedom are most secure.

In Canada on the whole we lack this solid cohesive intellectual elite. The list of Canadian journals written by university men for university men that one could draw up would be a very short one. The high-brows and the upper-middlebrows who graduate from Canadian universities are scattered thinly across the country as yet. They do not form a society. They fail to draw together for mutual help when university freedoms are threatened. This is the great underlying threat to academic freedom in our country.

What about the masses themselves? Most of us in the university world have become defeatists on this subject. The great project of the early nineteenth century, that of extending to the masses a full share in the highest culture of the age, has been too much for us. And obviously a mass culture whose standards are set by Hollywood movies, commercialized television, and pulp magazines, is divided from our culture by what seems an almost impassable gulf. In politics our leaders have given up trying to educate the masses into an understanding of the complex issues that have to be decided in Ottawa or Washington; they have substituted for education a flamboyant propaganda campaign managed by some big advertising agency. The mark of the mass man is his refusal to stretch his intellect or imagination beyond the limits to which he is accustomed; and he is now flattered by all the mass communication agencies into believing

that his standards are all that is needed. If we acquiesce in this situation our academic freedom will always be in danger of being swept away in some storm of mass emotion as in Nazi Germany; and in quiet times it will constantly be subject to erosion by mass pressures.

Our instrument for changing this situation should surely be our own university graduates. What becomes of all these young people who pour out from our university halls every spring? If we are defeatist about mass culture, surely the fault lies in ourselves. We must have failed to educate these university students properly when we had them in our hands. Otherwise they would now be acting as a leaven within our mass society; they would be helping to raise the level of public discussion in all fields, so that crude outbursts of ignorant prejudice against the freedom of universities and their professors would no longer be possible. If we are still in danger, it is because we have failed in our essential work of educating our own students.

And here finally I reach my conclusion and round off this long sermon with a proper quotation. Professor Metzger at the end of his account of the development of academic freedom in the United States makes two statements. One is this: "No one can follow the history of academic freedom in this country without wondering at the fact that any society, interested in the immediate goals of solidarity and self-preservation, should possess the vision to subsidize free criticism and inquiry, and without feeling that the academic freedom we still possess is one of the remarkable achievements of man." But he also says: "The very weakness of the A.A.U.P. was a healthy reminder that there was no substitute for courage on the part of each professor. If this shall be the land of the free, it must also be the home of the brave." The best way to defend academic freedom is to exercise it.

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Antioch College (Ohio)	Duke University (North Carolina)	Mount Holyoke College (Massachusetts)	Seton Hill College (Pennsylvania)
Bates College (Maine)	Earlham College (Indiana)	University of New Hampshire	Simmons College (Massachusetts)
Barnard College (New York)	Eastern Washington College of Education	College of the City of New York	Skidmore College (New York)
Beloit College (Wisconsin)	Fairleigh Dickinson University (New Jersey)	North Carolina State College of Agriculture and Engineering	Smith College (Massachusetts)
Bennington College (Vermont)	Ferris Institute (Michigan)	University of North Carolina	Swarthmore College (Pennsylvania)
Bluffton College (Ohio)	Florida State University	Woman's College of the University of North Carolina	Syracuse University (New York)
Boston College (Massachusetts)	Goucher College (Maryland)	University of North Carolina	University of Toledo (Ohio)
Bowdoin College (Maine)	Grinnell College (Iowa)	Northwestern University (Illinois)	Tufts University (Massachusetts)
Bradley University (Illinois)	Hamilton College (New York)	University of Notre Dame (Indiana)	Vassar College (New York)
Brandeis University (Massachusetts)	Harvard University (Massachusetts)	Oberlin College (Ohio)	Washington State University
Brown University (Rhode Island)	Haverford College (Pennsylvania)	Occidental College (California)	Washington University (Missouri)
Bryn Mawr College (Pennsylvania)	University of Hawaii	University of Oregon	University of Washington
Bucknell University (Pennsylvania)	Hunter College (New York)	University of Pennsylvania	Wayne State University (Michigan)
Carnegie Institute of Technology (Pennsylvania)	University of Illinois	Pennsylvania State University	Wellesley College (Massachusetts)
Case Institute of Technology (Ohio)	Indiana University	University of Pittsburgh (Pennsylvania)	Wesleyan University (Connecticut)
Central Washington College of Education	Iowa State Teachers College	Pratt Institute (New York)	Western Washington College of Education
Chatham College (Pennsylvania)	Iowa, State University of Science and Technology	Princeton University (New Jersey)	Wheaton College (Massachusetts)
University of Chicago (Illinois)	Kalamazoo College (Michigan)	Providence College (Rhode Island)	Wilmington College (Ohio)
Colby College (Maine)	Knox College (Illinois)	Queens College (New York)	Wisconsin State College, Eau Claire
Colgate University (New York)	Lafayette College (Pennsylvania)	Reed College (Oregon)	University of Wisconsin
Columbia University (New York)	Lake Erie College (Ohio)	Rensselaer Polytechnic Institute (New York)	Yale University (Connecticut)
University of Connecticut	Lake Forest College (Illinois)	University of Rhode Island	Yankton College (South Dakota)
Cornell College (Iowa)	La Verne College (California)	Roosevelt University (Illinois)	
Cornell University (New York)	Lawrence College (Wisconsin)	Rutgers University (New Jersey)	
	Loyola University (Illinois)	St. John's College (Maryland)	
	Manhattan College (New York)		
	University of Michigan		

Bentley Glass on Test Oaths

Professor Bentley Glass, author of the letter to Governor J. Millard Tawes which follows, is the past President of the American Association of University Professors and a member of the National Academy of Sciences. He is a member of the Committee on the Genetic Effects of Atomic Radiation of the National Academy of Sciences and of the Advisory Committee for Biology and Medicine of the Atomic Energy Commission. In May, 1960, he was asked to accept an appointment to the new Radiation Control Advisory Board of the State of Maryland. After accepting the appointment, the Johns Hopkins scholar learned that he would be required, under the Ober Law of 1949, to take a test oath. Professor Glass's reasons for refusing to take the test oath are set forth in his letter of June 14, 1960, to Governor Tawes. This document, so vibrant with conviction and so luminously appreciative of the essences of a free society, received widespread notice in newspapers and magazines, and columnist Gerald W. Johnson was moved to write admiringly in *The New Republic* (June 27, 1960): "This man isn't a Communist, he is a Jeffersonian, the one political type that is more terrible than the Gorgon's head to Communist and Fascist alike."

Dear Mr. Tawes:

When I recently accepted appointment by you to serve a three-year term on the Radiation Control Advisory Board of Maryland, I was unaware of the fact, of which I was apprised in your letter of May 27, that I would be required to sign the affidavit established under the Subversive Activities Act of 1949. I evidently failed to distinguish between membership on a statutory committee and on such other advisory committees as the Advisory Committee on Nuclear Energy to which I have been appointed. I have seriously considered the matter, over the past ten days, and conclude that I cannot sign this affidavit. I would like to explain my reasons for not doing so.

I have of course as a citizen of this country on numerous occasions taken the oath of allegiance, and will never hesitate to do so. Loyalty, like love, is a positive thing. But to be forced to swear that one is not disloyal or subversive to one's country is like being forced to swear that one is not disloyal in marriage. For that the loyal need no oath; the disloyal swear anyway. An examination of the record of the enforcement of the Ober Act in this state proves amply that it is ineffective and inefficient, and a waste of the state's money. There are far better

ways to catch conspirators, and there are adequate laws to punish them. Nevertheless, if it were merely a matter of personal repugnance to signing the required affidavit, I would swallow my distaste and quite honestly do so. Far weightier reasons compel me to refuse.

I am deeply convinced that these United States owe their greatest strength to our people's love of freedom. This love of freedom was expressed in the Declaration of Independence and the Bill of Rights making up the first ten Amendments to the United States Constitution. The Declaration of Independence proudly declared the right of being subversive of constituted government when sufficient need arises; and the Bill of Rights grew directly out of generations of experience with various sorts of test oaths which had become generally abhorrent. The Test Acts were passed in England to keep Roman Catholics and Dissenters from holding public office, but the evils of requiring a political oath or test to exclude persons from public office because of creed or social belief, or membership in some association or political party, became so apparent that the British Bill of Rights, upon which our own was modeled, was a result. It was for this reason that the Constitution of Maryland requires that no oath other than the simple oath of allegiance can be required. As Justice Black has said, "Centuries of experience testify that laws aimed at one religious or political group, however rational these laws may be in their beginnings, generate hatreds and prejudices which spread rapidly beyond control." I believe that when we revert to the snooperiness of the Test Act or Affidavit of political purity, we are insidiously paving the way to the very kind of police-dominated regime that has made the words Gestapo and NKVD terms that make men's blood run cold. As Alan Barth has said so well, "The national loyalty of free men is not so much to their government as to the purposes for which their government was created."

I regard the law which requires officeholders of the state of Maryland to sign this non-subversive affidavit as an affront to the Declaration of Independence and a violation of the spirit of both the United States Constitution and the Constitution of the State of Maryland. If the time should ever come, in the aftermath of war or by foreign machination, when by constitutional means any party gains power in the United States which pursues intolerance and suppression as its means to nullify our political freedom, as the Nazis did in their own land and later in Austria and Czechoslovakia, and as the Communists have done in Czechoslovakia and Hungary and

Poland, among other countries, then I shall regard it as my highest patriotic duty to be subversive of the recognized constitutional government of this country or this state and to undertake by whatever means are necessary to overthrow it, in order to restore our civil liberties. But if it is said that the affidavit does not apply to constitutional political dominance by Nazis or Communists, I ask whether it applies to dominance by Ku Kluxers, White Supremacists, or still unborn parties that might, once in power, destroy our liberties. And if it be said that these things can never happen in our land, I point silently to France during the Vichy regime, to Czechoslovakia and Hungary today, to the Union of South Africa; and I remind Americans of the dark days of 1930-32, when to many of us revolution seemed no far-off thing. Nuclear war is a frightful possibility in today's uneasy balance of power; and the political sequel of such a catastrophe cannot be predicted.

I am also profoundly convinced that this law has done Maryland great harm already, and will do even more in the future, by preventing our state from securing the ablest leaders in education and political life. I know for a fact that some, and perhaps many, of our finest scientists and teachers chafe under the continuing insult to their integrity imposed by this requirement, and will leave at the first good opportunity. And I know also that it has proved a severe hindrance in recruiting to state service able young men of independent mind and a love of freedom. The end of this road cannot lead anywhere but to an amassing of mediocrity in our colleges and universities and other schools, where daring original thought and courageous leadership are so vitally important to the public welfare. This requirement sets a price on timidity and conformity, at a time when we can no longer compete on equal terms with Soviet Russia or even survive as a democracy on a capitalist basis, unless we are willing to outthink as well as outdare our socialist competitors in pioneering in the scientific and technological changes that must have the greatest conceivable effect upon our ways of life. We cannot turn the clock back, and we cannot stand still. The tempo of scientific and technological change is so rapid, and is accelerating so rapidly, that profound social changes are made necessary. In the present temper

of America, any advocate of social change is quite certain to be labeled a Communist. Yet it is only by finding the right new ideas that our society can defend itself against Communism and can prevent itself from being engulfed by Communism. I assert that we are doing almost everything we can to prevent America from arming herself with ideas. This Ober Act, and specifically the anti-subversive requirement, is a prime example of the unwisdom of our actions.

Feeling strongly as I do that this law is pernicious and inimical to the highest interests of the United States and the State of Maryland, I wish to register my protest in the only way open to a citizen, by public refusal to comply with the requirement to sign the anti-subversive affidavit, even though such refusal prevents me immediately from serving my State on the Radiation Control Advisory Board. It is my hope that this protest may do something to get the law repealed. It was enacted in a time of high emotion and great national fear. With the passage of time and the disappearance from the national scene of some of the primary proponents of such measures, it has become clear to most political leaders that such laws do no good. Some have pointed out that they do positive harm, as in numerous statements, from the President of the United States, Senators, Representatives in Congress, college presidents, the Secretary of Health, Education, and Welfare, and numerous others, in regard to the similar affidavit included in the National Defense Education Act. As Senator Keating has very recently said, the affidavit requirement is defeating the very purpose of the Act, which was to strengthen national defense by increasing the numbers of potential leaders who can receive college training, because so many colleges and universities have now refused to administer the plan under these requirements. We will never be rid of these mistaken laws, however, unless citizens protest against them. I do so now, in order to align myself with Thomas Jefferson, whose proud words read: "I have sworn Hostility against every form of TYRANNY over the mind of man."

Very sincerely yours,
/s/ BENTLEY GLASS
Bentley Glass

Forty-Sixth Annual Meeting

COMPLETED REPORT

A preliminary report on the Forty-sixth Annual Meeting, held in the Statler Hilton Hotel, Detroit, on April 8 and 9, 1960, was published in the Summer issue of the *Bulletin*. As is customary, the Council met on the days before and after the Annual Meeting. Committee A met on April 6. The Annual Meeting was attended by 205 delegates representing 154 chapters, and by 105 additional members and guests registered.

The address of welcome was delivered by Dr. W. A. Harbison, Vice-President of Wayne State University. Dr. Harbison replaced Dr. Clarence B. Hilberry, President of Wayne State University, whose illness prevented him from making the address.

President Glass presided at the Council meetings and at all regular sessions of the Annual Meeting. Mrs. Richard H. Shryock served as Parliamentarian. At the opening of the business portion of the program, the Meeting adopted the agenda as printed in the formal program, and it voted to submit the minutes of the Annual Meeting to the Executive Committee for its approval. President Glass introduced Professor Harold M. Good of Queens University, Ontario, President of the Canadian Association of University Teachers, and Mr. J. H. Stewart Reid, Executive Secretary of that Association, both of whom were attending the Annual Meeting as guests of the American Association of University Professors. President Glass also introduced Mr. K. P. Misra of the faculty of Lucknow University, India, who was attending as an Association guest.

Actions taken upon the recommendation of Committee A and the Resolutions Committee were reported in the Summer issue, and full reports of Committee A and Committee Z were also published in that issue. The Resolutions Committee consisted of the following: Warren Taylor (Oberlin College), Chairman; Chester H. Cable (Wayne State University); John W. Caughey (University of California at Los Angeles); Paul R. David (University of Oklahoma); Bentley Glass, ex officio; and William P. Fidler, ex officio.

Report on the State and Regional Conferences

Professor William S. Tacey (Speech), University of Pittsburgh, reported to the Annual Meeting on the work of the state and regional conferences. Much of Professor Tacey's report was concerned with the Council of

State and Regional Conferences, which completed formal organization on the evening preceding the Annual Meeting. Professor Tacey was elected President of this group, Professor Donald Koster (English), Adelphi College, Vice-President, and Professor George McFadden (English), Temple University, Secretary-Treasurer. Excerpts from Professor Tacey's report to the Annual Meeting follow:

On Thursday night the Council of State and Regional Conferences held its second annual meeting. Some 30 members, representing 15 conferences, attended.

The principal item of business was the completion of the job of organizing which we started last spring in Pittsburgh.

As a result of the work of our Constitution Committee, headed by Professor Kirby Neill of The Catholic University of America, we had a constitution to adopt. After much debate and a few minor amendments, the document was unanimously adopted. Professor Neill, in his letter of transmittal, described the constitution as one which "merely outlines a minimum framework of general purposes, officers, and elections, and does not commit the organization to anything very specific. The constitution is almost standard, and the by-laws . . . are subject to easy change even as the constitution itself is subject to easy amendment."

The purpose of the Council is stated in Article III of the constitution. It is "to facilitate cooperation, and to provide for the dissemination of pertinent information, among the officers and members of the various state and regional conferences, and to promote the general objectives of AAUP."

You will note that our intent is to help the several conferences to carry out the aims of AAUP. In no sense should the Council of State and Regional Conferences be construed as an offshoot of this Association. Nor should it be thought of as a group of dissidents striving for a soapbox from which to voice their gripes. We have reached adulthood, choosing to remain in the family residence with a determination to contribute at least our share to the family welfare.

Two principal means are to be employed to facilitate cooperation and to disseminate information among the conferences. First, we will continue to meet each year at the time of the Association's Annual Meeting. Each conference is entitled to send four voting delegates. These may be officers or their alternates.

For the past several years a primary value of the famous breakfasts for conference officers has been the

exchange of information. To facilitate the flow of information between conferences, a newsletter is to be established. The Executive Committee is now looking for a staff. Your help is requested in discovering candidates.

In promoting the general objectives of AAUP, we propose to concentrate on helping at the local level. That means getting more members. Of necessity an increase in membership means that new chapters must be formed and that ailing ones need to be given much tender loving care.

Our work is ready for us. At present, AAUP has some 40,000 members. Last night we learned that there are 91,000 science teachers. Obviously, not all are AAUP members. In addition, there are twice as many of us who cannot live luxuriously on federal research grants.

We have enormously large and fertile fields to till. Let's aim for a 1961 crop of 10,000 new members! With seed from the conferences, a supply of enthusiasm from the chapters, and diligent work by 40,000 field hands, we might well look forward to a bumper crop next year.

ERRATUM

The Summer, 1960 issue of the *Bulletin* carried an error relating to the resolution passed at the Forty-sixth Annual Meeting which reaffirmed the Association's disapproval of the disclaimer affidavit requirement of the National Defense Education Act of 1958. The error involved a failure to delete two sentences and a word from paragraph seven, p. 205. The deletion should have included the following section of that paragraph:

Since the needs of higher education are very great, it [the Forty-sixth Annual Meeting] is most reluctant to suggest any drastic steps which will reduce the amount of available federal aid. Our colleges and universities require more aid, not less. Nevertheless . . .

Omission of these words was ordered upon approval of a motion introduced by Professor Glenn V. Russell, Medical Branch, University of Texas. The Washington Office expresses regret that this error occurred and hopes that improved methods of recording the proceedings of Annual Meetings will prevent future errors of this kind.

Graduate Training for College Teaching:

A Panel Discussion

The statements which follow were prepared for a panel discussion which was a feature of the second morning of the Forty-sixth Annual Meeting. The presiding officer of the discussion was Professor Helen C. White, University of Wisconsin, former President of the American Association of University Professors. The participants were Dr. Earl J. McGrath, Columbia University, former United States Commissioner of Education; Dean Mark H. Ingraham, University of Wisconsin, former President of the American Association of University Professors; and Professor Bower Aly, University of Oregon, Chairman of the Association's Committee on Accrediting of Colleges and Universities.

Remarks by Dr. Earl J. McGrath

The education of college teachers cannot properly be discussed except in relationship to the purposes of college education. Indeed the root problem in educational programs for future college teachers is the failure of these programs generally to recognize college teaching as a calling which, like other professions, has peculiarly characteristic features and activities.

In this brief presentation time does not permit a review of even the *salient* aims of college education. I would like to select two, however, to which any assessment of the education of college teachers is patently related. The first has to do with the breadth of intellectual experience we may expect the college student to have; the second, with the nurturing of intellectual curiosity, a desire to pursue the subject further, a love of learning, if you will.

With regard to the first of these ends of liberal education I wish to take the position that society has the right to expect college graduates to have a broad general education in the various disciplines. I use the term "general education" in no doctrinaire sense, as, for example, to describe survey courses, which I do not favor, but merely to cover the mass of knowledge outside of a person's own special field of intellectual endeavor. A common view prevails that since the bulk of modern knowledge is so great and expanding so rapidly the colleges must abandon the notion that either the teacher or the student can be expected to know much more than one subject field and the fundamental skills of reasoning and communication. This view, I submit, stems rather more from the specialized interests of the members of graduate faculties than from a judicious

appraisal of what kind of knowledge is of most worth to the average citizen and how it can be acquired in a four-year period.

In any event, I believe that college graduates should possess substantial knowledge in the three major branches of learning and to a considerable degree in their subdivisions. The individual undergraduate's curriculum, though it should unquestionably include the basic knowledge and intellectual skills in a major field, ought to be composed primarily of instruction in other disciplines. The highly specialized courses now offered in the departments of many liberal arts colleges ought to be left to the graduate and professional schools. Many professors in the latter institutions share this view. Hence, the average college teacher will be occupied largely with teaching basic courses in the several disciplines, and his graduate education ought to reflect these prospective responsibilities.

Secondly, if the graduate leaves his college without an abiding interest in learning, his education has markedly failed. And by an abiding interest in learning I mean not alone an eagerness to keep up with the latest developments in his own special field, but a vital intellectual interest in the many facets of the complex physical and social world in which he lives. He ought to have acquired the habit of systematic reflection—the central ingredient in intellectual enlargement and wisdom. Without this the tutored mind becomes at best a vast ragbag of disconnected facts, and at worst the fanatic advocate of new but unexamined ideas.

I would like briefly to examine certain aspects of college teaching in terms of these two objectives and the practices of graduate schools in relation to them. To do this, it is necessary to treat an extremely difficult subject,

the qualities of a *good* college teacher. Without being able to determine with any exactness when these qualities are exhibited by a particular teacher (because the research on teaching efficiency has been so sparing) I would suggest that the good teacher ought to be deeply interested in teaching undergraduates, most of whom will take only one basic course in his field, that he ought to know his subject well, that he ought to be able to present it effectively to college students, and that he ought to make the experience of learning so exciting that the student will be strongly moved to further intellectual exercise.

I believe there are many devoted teachers who, year in and year out, meet these criteria of teaching the rank and file of college students. In addition many are highly competent in teaching in the specialized upper reaches of their subject, and a good number also do research and publish. It is my conviction, however, that the percentage who do all three things well is small. The number will continue to be limited because with notable exceptions human beings do not possess the complex interests and abilities involved nor the sheer intellectual and physical energy required.

Returning now to the first quality, a deep interest in teaching undergraduates, one ought to be able to assume that all college teachers would manifest this attitude to a high degree just as most physicians are interested in treating patients, and lawyers in handling the legal problems of clients. But this would be a questionable assumption unless we refer to the specialized advanced branches of the various disciplines. In fact, we don't generally call ourselves college teachers. I seriously question whether there is any profession of college teaching *per se*. As members of the academic fraternity our loyalties tend to be given to special subject matter groups like the American Chemical Society or the American Historical Association whose members think of themselves as chemists or historians, and many of whom either do not teach at all, or do so above the college level. Moreover, even those who must do a considerable amount of college teaching often consider undergraduate instruction at the lower levels a burden borne for the privilege of teaching advanced students or doing research.

The distinguished historian, Dexter Perkins, in his presidential address at the 1956 meeting of the American Historical Association attested to the scant attention his branch of the profession has given to college teaching. He observed that in the entire seventy years of the Association his was the first presidential address which discussed college teaching and the influence of graduate education in general and research requirements in particular on the attitudes, the work, and the success of the college teacher. Two ranking representatives of the sciences at Columbia University have stated that in their departments graduate students preferred appointments in industry, government, or universities because they pro-

vided opportunities for research and advanced teaching, and presumably the better financial and other rewards connected therewith. Generally they considered college teaching a much less attractive and, if possible, a temporary alternative occupation.

Neglecting for the moment desirable changes in the programs of the graduate schools, the morale of college teachers and the attractiveness of their calling would be greatly enhanced by the clear identification of a profession of college teaching. The graduate schools could contribute to this worthy end by establishing a definite program for the education of college teachers and some type of multisubject-matter organization in which future college teachers could find professional company and pride.

Substantial progress in the development of a professional *esprit de corps* among college teachers is unlikely, however, until the conditions of employment, promotion, and financial reward are differentiated from those of the graduate school whose practices now dominate higher education. Good and faithful teachers of undergraduates should be rewarded for their services *qua* teachers and not for other activities, research and publication, for example—however meritorious the latter may be. Teachers would then be more likely to look upon college teaching as a specific, dignified, and intensely rewarding occupation.

Second, the good teacher ought to know his subject. This is one of those clichés seldom subjected to critical analysis. Just what does it mean in the case of the undergraduate teacher? The image of the teacher who knows his subject has increasingly become that of the person who knows a great deal about one small subdivision of a field and who through research and writing in that field has achieved a national reputation. Many such teachers are needed. But the average teacher of undergraduates needs a broad knowledge of the general facts, principles, and theories of his discipline and ideally the others related to it. If students are to achieve that capacious knowledge of the complex modern world without which informed citizenship and an examined personal life are impossible, they must be instructed by teachers who possess such knowledge and more particularly a respect for the ideal of the broadly educated man.

Present graduate programs typically militate against such preparation for teaching. The instruction the future teacher receives usually narrows as he advances. Except where complementary instruction is indispensable, he often reaches outside his own department at his peril. And the type of detailed factual research customarily required as a condition of receiving an advanced degree, even in such fields as the fine arts, further contracts his intellectual concerns. I suggest that the programs of future college teachers be broadened and that in many cases the research project be a synthesizing reflective process using already extant knowledge brought together in new relationships and generalizations. This type of

scholarship could be just as exacting as the pursuit of new knowledge in a narrow field, and often much more exciting. Some of the great intellectual achievements of man involved just such reflection and synthesis, and were original only in the sense of being a personal and new approach to the persistent problems of mankind. In many departments of philosophy today a student could not gain the Ph.D. by producing the equivalent of Plato's *Republic* or in psychology, William James' monumental two-volume work. And though there are exceptions, the University of Iowa, to wit, it is still the rare institution that would grant the Ph.D. for the writing of Shakespeare's *Othello*; or the creation of Michelangelo's David. A shift in emphasis in the graduate programs for college teachers from narrowly specialized to broader learning and a new conception of original work for the research requirement would better prepare them for their professional duties.

Thirdly, the good teacher ought to be able to present his subject effectively. Effectiveness depends not alone on knowledge of the subject, but also on interesting and provocative presentation. All of us have known a few very skilful teachers. To some extent the qualities which made them effective were constitutional or acquired outside their formal education. Yet, many of the skills of the classroom can be acquired if the fledgling instructor works with, and is subject to the criticisms and guidance of, a mature and able teacher.

Ideally, therefore, the prospective college teacher would have practical experience in teaching undergraduates during his graduate years. This experience ought to be more systematically organized, supervised, and varied than the usual work of graduate assistants. It would be helpful, too, if intending teachers could combine this practical experience with a seminar in the problems of higher education. Such instruction, already provided at the University of Michigan, for example, has proved invaluable to persons drawn from a wide variety of departments and professional schools. Graduate education for college teachers ought to include both supervised teaching and theoretical instruction related to the entire collegiate enterprise.

Lastly, the good teacher ought to excite an interest in ideas and nurture an enduring intellectual vitality. Some evidence suggests that Ph.D. programs do not adequately cultivate these qualities. The universities of America do, to be sure, produce many of the world's most imaginative, original, and productive scholars. Yet such few studies of the productiveness of Ph.D.'s as have been made, in mathematics and history, for example, reveal that only a quarter or less of those who received the Doctor's Degree ever again did a creative piece of research. Though I recognize that a small percentage of candidates would be qualified in both, I believe a differentiation in the graduate programs between those

for highly qualified researchers and for college teachers would increase the effectiveness of both.

The behavior of the alumni of our colleges also raises a question about the effectiveness of instruction in cultivating intellectual curiosity and a persistent interest in ideas. Polls show that many have virtually no intellectual or cultural life outside of the intellectual activities necessitated by their work, and these are often few. One such study showed that a considerable number of college graduates had not read a single serious book in the preceding twelve months.

It would be folly in the time available to try to propose specific changes in graduate programs calculated to attract and produce more minds capable of teaching both graduate and college students the habit and the skills of intellectual self-enlargement. But that this is one of the primary functions of the graduate school can hardly be denied. It is likewise fair to suggest that such programs ought to be carefully reassessed in terms of this important objective of all education.

To summarize, I suggest that the activities of college teaching be recognized as a specific profession; that the rewards for performing this service be comparable to those for the other activities of educators, and of the other professions as well; that at present the education of college teachers is poorly defined and casual; that graduate programs for college teachers should be specifically designed for the purpose, that they include a broader range of study, a research requirement more broadly conceived; and that studies be undertaken to discover why a large percentage of graduates of the graduate schools do not do creative intellectual work, and why more graduates of the colleges do not exhibit intellectual and cultural interests after they leave our institutions of higher education.

Whether or not you accept my diagnosis or suggested therapy for the ills of the graduate school, I hope you will agree that the matter deserves study. There are many aspects of the topic which I have discussed which must be dealt with on the basis of unsupported opinion. This is so because the facts do not exist. We need an immense amount of research on the characteristics of good college teaching and the practices of the graduate schools related to it. No organization in America is better equipped to sponsor such an inquiry than the American Association of University Professors. It is worthy of your serious deliberation and your dedicated effort.

Remarks by Dr. Mark H. Ingraham

For many years I have hoped that sometime I could, in spite of being an administrative officer, again speak to the AAUP. This ambition has been based upon affection and respect, but it could not be admitted until attained. I am happy to have this chance.

I think our first speaker, Mr. McGrath, is an ideal person to introduce the subject. He has something to say; he is intelligent and intelligible; and, in my belief, on this subject he is largely wrong.

What I have to say will be based not so much on the nature of teaching or the nature of research as on the nature of the university or college. I think it is from the nature of the college or the university, rather than from its purpose, that we should judge what is desirable. The university, above all else, is a community of scholars with a zest for intellectual activity, with a sense of the community, and with a social conscience. May I read a statement I wrote relative to Mr. Ruml's MEMO:

The importance of a university arises from its nature rather than its purpose. Often a man of culture, integrity, and affectionate good will accomplishes more and creates happiness for others to a greater extent—even if he does not live by a schedule—than does the purposeful driver. So with a university. The university above all else is a community of scholars. If it is great, it has, like a great man, a sense of social obligation. Like every community of scholars, it takes joy in the quest of knowledge and in devoting knowledge, new and old, to the service of mankind—chiefly perhaps through the education of new scholars. Scholars are persons who combine mental discipline with zest in the use of the mind. A community of scholars makes this intellectual life more zestful, more appreciative, and more fruitful. I do not know the purpose of the rose; I know its nature is to be beautiful.

The graduate school is a means of inducting people into the community of scholars. Not every college is, of course, a research institute or should attempt to be one. Not every scholar is a research worker, but he should be growing in his own field. Moreover, I believe there is a high correlation between research accomplishment and good teaching. Although I have known good teachers and good scholars who are not research investigators and I have known research investigators who are poor teachers and narrow scholars, these are the exceptions—not the rule. Of course, some of the connections between good teaching and research may come from underlying abilities rather than from training. There is a great deal of good teaching done by the men who are trained in our graduate schools, but I must admit that this training is not perfect. In particular, the topics chosen for theses are sometimes too narrow; the training before a man is on his own is sometimes too long; the minors frequently limit a man rather than give him an opportunity for extended education. Moreover, too often a professor who directs Ph.D. theses is forced to do his own research by dragging his ideas through the mind of a student who possesses no desire and little ability for the work. I believe we would do well to think of the word "research" and pay some attention to the "re."

Perhaps you would be interested in my hierarchy of studies: (1) Broad new work; (2) Broad synthetic work;

(3) Broad scholarship or narrow new work; (4) Trivial scholarship; (5) Slow death.

However, for a large part our graduate training is excellent. It is largely in the hands of real scholars who, when they are at home, are generous toward their graduate students. (Amid the leaves of absence for research, the meetings of learned societies and the AAUP, the Fulbright trips abroad, etc., we sometimes shortchange our students.) In many fields, and I think particularly in the sciences, there is an excitement about the frontier of knowledge; and in the sciences there is generous financial support for graduate students. Moreover, in many departments in many institutions students have an opportunity to start their teaching under good supervision. This is not uniformly so. Our relationships with graduate students are often so excellent that to a certain extent they are taking the faculty time away in our major universities from the undergraduates. This we should ponder.

Another fault is that our training sometimes produces loyalty to the subject rather than loyalty to learning. A person cannot be an administrative officer for some eighteen years without asking himself what are the advantages and disadvantages, both for himself and for his service to the community, of such work. One advantage is that the responsibility to the institution as a whole tends to lead to loyalty to the whole of learning rather than to learning in a particular field.

Although I would insist that, by and large, we are doing a fine job in our graduate schools, our faults (some of which I have detailed) should be corrected. Broader training would lead to more communication within the community of scholars. Cooperation and research is not enough. We must also develop a sense of aesthetic appreciation and of joyous excitement in our work. However, the reform must come from within the body of scholars rather than from outside. Administrators can also help if they are scholars, and only scholars should be academic administrators. The basic policies, decisions on educational matters, should be in the hands of the faculty—not imposed upon it.

Remarks by Dr. Bower Aly

One of my favorite books is Bradford's history, *Of Plymouth Plantation*. In his fourth chapter Bradford describes the reasoning that led the Pilgrims to leave the city of Leyden and embark on a voyage to a new world:

After they had lived in this city about some eleven or twelve years . . . those prudent governors with sundry of their sagest members began both deeply to apprehend their present dangers and wisely to foresee the future and think of timely remedy.

It occurs to me that for the past fifteen years Americans have been voyaging to a new world, that those of us who are engaged in education and particularly those who are engaged in the education of our successors in academic life, might well "deeply apprehend our present danger and wisely foresee the future and think of timely remedy." Hence I propose to speak to the topic *Higher Education: Prospects and Tendencies*.

II

Two prospects in higher education engage our attention. The first is what has been called "the impending tidal wave of students." Indeed, the tidal wave is no longer impending. Its first evidences are here. Americans are going to college and planning to go to college in numbers unprecedented. The deluge which engulfed the secondary schools earlier in this century appears now to have reached the college, with the resulting cry for more laboratories, more libraries, more buildings—and more professors. The laboratories, the libraries, and the buildings can be improvised, after a fashion; but the problem remains: how to create a thirty- or forty-year-old professor in three or four years. The problem has evoked a number of answers, of which Mr. Beardsley Ruml's tract is perhaps the most interesting, if only because it reveals so clearly the curious dichotomy existing in American thought and practice: a child-like faith in higher education matched with an equally child-like distrust of the educator. The university professor, it appears, must lead young Americans out of the wilderness, even though he cannot be trusted to find his way home from the corner mailbox. The prospect for higher education in the United States is thus for students in unprecedented numbers in colleges unprepared to receive them to be taught by professors with altered—if not dubious—qualifications.

III

Whereas the project just described has been the object of much thought in recent years, the second prospect—so far as I am informed—has received relatively little formal attention. May I describe the second prospect in terms of two conversations?

Some months ago I heard a geneticist and a physicist calmly—a little too calmly for my taste—discuss the probable successor to man on this planet. The geneticist, as I recall, nominated the spider, or some spider-like creature. It appears that the spider, apparently not having a bone structure equipped to absorb strontium 90, may have a chance to survive in a world of nuclear fission. The physicist, however, took a brief not for the spider but for the rat. The rat, not accustomed to expose himself unduly to the hazards of radiation, is a highly intelligent animal; furthermore he cannot read and has thus managed to escape the biological hazards of the literature about birth

control. The rat, thought the physicist, may take over the planet on man's demise.

The second conversation of which I would tell you is one I had with a taxicab driver in Chicago, during the time when the newspapers were celebrating the arrival of the Russian Sputnik on the moon. In the course of the conversation I suggested to the taxicab driver that the same precision and propulsion that had placed Sputnik on the moon could place a missile with an atomic warhead on Chicago. I shall not soon forget his words or his intonation. "Chicago," he said, in amazement and rejection—"not Chicago."

Well, we know that the answer is *yes*, Chicago, just as it is *yes*, New York, *yes*, Washington, and *yes*, Detroit. Our nation, our culture, our physical survival are in jeopardy as never before. My point is that the geneticist realized the facts: the taxi driver did not. What is true of the taxi driver is true, I suspect, of Americans generally, even of some in high places in our political and military establishments. They have verbalized, they have intellectualized, our predicament, and having done so have dismissed it as solved. But it is not solved, and one aspect of it, highly significant to education, has hardly been touched.

I am not a physicist and should not attempt to estimate the damage likely to result from a modern missile in one of our major cities. I am not a geneticist and cannot estimate the genetic damage of increasing doses of strontium 90. As a humanist, however, I venture to suggest that one kind of disaster has already overtaken us. The very existence of the human means to human annihilation profoundly affects the conditions of human life upon this planet. Even if the testing of nuclear weapons were abandoned today, even if no atomic warhead should be released for a hundred years, the climate for man's spirit must remain radically different from that of 1944. The psychic bomb has already been exploded. Its fall-out dwells in every act and pervades every idea. Henceforth every prudent—as well as some imprudent—decisions must take into account not only the effect of strontium 90 but also the effect of what we may call anxiety 80 or apprehension 70. When the taxi driver of whom I spoke, and the barber, and the banker, and the insurance man, and the labor leader eventually understand and cease merely to verbalize the realities of our jeopardy, then I suggest we shall experience a convulsive impact on all our institutions, including those of higher education.

All of us here are above the age of ten. Hence we are long accustomed to living in the shadow of our own mortality. It remains to be seen, however, with what discipline our society can contemplate the possibility of the sudden death of our race and culture. But one fact is clear: we Americans can never go home again; we can never return to the womb-like security that held us, in days of innocence, as a life in sanctuary. Always hereafter

at least one eye must be fixed on Armageddon. It is one thing to fight at Armageddon. It is quite another to live with it day after day after day. Perfect love, the scriptures say, casteth out fear. But is it not likely also that total and continued fear casts out love—and consideration for others, and thoughtfulness, and hope, and expectation and all those kindly amenities with which our civilization is veneered? Concerning the prospect before us, I suggest that the mere existence of nuclear weapons is an act of violence to the human psyche—a constant threat not merely to life but to the meaning and significance of life. We may well inquire whether the human race as we have known it can continue to exist with its spiritual fall-out, whether—having survived physically the tight-rope walk between cataclysm and mere catastrophe—twenty-first century man will be a person worth knowing—or perpetuating.

IV

The two prospects before us offer a curious commentary on our life and times. On the one hand, we live in unprecedented jeopardy, not only as individuals but as a people. On the other, we discover in ourselves an unprecedented demand for that education which is almost by definition a stated belief in the future of mankind. I suggest that, while contemplating these somewhat contradictory prospects, we ought also to consider present and possible future tendencies in higher education, with special reference to the education of college and university professors.

In conforming to my invitation to speak to you, I have kept by remarks brief; and in attempting to state the questions fairly, I have endeavored to disguise my own prejudices and to make no pronouncements. Since I know by sad experience, however, that there is in nature no pain like that of an undelivered speech, I hope that some merciful friend will minister to my need and ask for my own answer to some of my questions.

The fourteen questions I shall raise concerning tendencies are both of fact and of judgment. I inquire, What is happening? and What should happen? in view of the prospects before us:

1. What is and what should be the tendency toward licensing, toward accreditation, of college and university professors?

2. What is and what should be the tendency toward federal intervention in higher education, particularly in the education of college and university professors?
3. What is and what should be the tendency toward the requirement of loyalty oaths and affidavits of disbelief of professors and of students who are candidates for professorships?
4. What is and what should be the tendency in college and university education toward "life adjustment" curricula, as distinguished from curricula for technical, professional, and scholarly mastery?
5. What is and what should be the tendency in the treatment of college and university students—i.e., should they be regarded as boys and girls or as men and women?
6. What is and what should be the tendency toward the relative emphasis given to teaching and to learning?
7. What is and what should be the tendency toward maintaining essentially secondary instruction (e.g., elementary languages, English, speech, and mathematics) in college and university curricula?
8. What is and what should be the tendency toward maintaining the liberal arts college?
9. What is and what should be the tendency toward developing student-centered as opposed to professor-centered colleges and universities?
10. What is and what should be the tendency in relative emphasis on the sciences, the humanities, and the social studies?
11. What is and what should be the tendency in relative emphasis to the administrative, instructional, and scholarly obligations of the college and university professor?
12. What is and what should be the tendency toward revaluing the Ph.D. degree as a prerequisite to advancement in academic life?
13. What is and what should be the tendency to regard higher education as a full-time endeavor—both for student and for professor?
14. What is and what should be the tendency toward regarding higher education as urgent business?

Obviously, the list of questions could be extended. But the list is already long enough to support the wisdom of Wendell Phillips' observation: "Education is the only enterprise worthy of the deep anxiety of thoughtful men."

Record of Council Meeting

Detroit, Michigan, April 7 and 10, 1960

The Council met at the Statler Hilton Hotel, Detroit, Michigan, on two days, April 7 and 10, 1960, with President Bentley Glass presiding. All members of the Council were present at one or more meetings except Professors William E. Britton, Julius Cohen, Walter P. Metzger, Fred B. Millett, and Allan R. Richards. Also present were: Professor Ralph F. Fuchs, Counsel; Mrs. Richard H. Shryock, Parliamentarian for the Forty-sixth Annual Meeting; and, from the Washington Office, Miss Peggy Heim, Messrs. Bertram H. Davis, Louis Joughin, and Warren C. Middleton. Professors Reginald F. Arragon, Ferrel Heady, and Richard H. Shryock appeared before the Council to present committee reports.

Report by the General Secretary

The General Secretary, William P. Fidler, reported to the Council as follows:

1. The Council's Executive Committee has instructed the General Secretary to move ahead as quickly as possible to add two members to the professional staff in the Washington Office—one to be a person with legal training. (See, in this issue, "The Association's New Officers, Staff Associates, and *Bulletin* Editor.")

2. The Association of American Colleges, at a meeting in Boston on January 13, 1960, voted to table a motion to approve the proposed July 15, 1959 AAC-AAUP "Statement on Recruitment and Resignation of Faculty Members," as amended by the Council at its November, 1959 meeting. The General Secretary suggested that the Council postpone further consideration of the matter until the Association of American Colleges reaches a decision. The Council agreed.

3. The General Secretary, in accordance with the instructions given him by the Council at its November, 1959 meeting, informed John E. Ivey, President of the Learning Resources Institute, that the Council has insufficient information on which to base a decision on the Institute's invitation to the Association to become a constituent member, and that the Association's officers and legal counsel would like to examine the Institute's Certificate of Incorporation and By-Laws. Although Mr. Ivey sent the General Secretary some information about the Institute, he did not submit the basic documents requested. In the view of the General Secretary, the Council is not in a position, therefore, to consider the matter further at this time. The Council concurred.

4. In the hope of increasing attendance at the Association's Annual Meetings, the Washington Office will, as soon as possible, attempt to work out a travel equalization plan to present to the Council, and later to the chapters. Such a plan may call for some subsidization by the Association, and may, therefore, necessitate an increase in membership dues.

5. Professor Richard N. Owens, who will retire from his teaching position at The George Washington University at the end of the present academic year, has accepted a teaching position at Los Angeles State College. His removal from the Washington area will necessitate the relinquishment of his duties as Treasurer of the Association. The Association is deeply indebted to Professor Owens for his four years of dedicated and efficient service.

6. An intensive membership campaign will be launched in the fall of 1960. Plans are being made for a series of dinner meetings, partially subsidized by the Association, in certain selected areas, with officers, Council members, and Washington Office staff members attending as many of these meetings as their schedules will permit. A limited number of copies of the Spring, 1960 issue of the *Bulletin* can be supplied without charge to chapters, for distribution to prospective members.

Committee T on College and University Government

Professor Ferrel Heady reviewed the work of Committee T, of which he is Chairman. The following is a summary of his report and Council action:

1. He requested that the name of the Committee be changed from the Committee on Faculty-Administration Relationships to the Committee on College and University Government. The Council approved this request.

2. The Committee has made the following decisions with reference to the conducting of investigations: (A) The Committee will ordinarily wish to receive a request for an investigation from a recognized faculty body, or from the Association's chapter, or from the administration of the institution concerned; in the absence of such a request, the Committee would presently be inclined not to make a formal inquiry on behalf of the Association. (B) The Washington Office should make the decision as to where and when to send an investigating committee; it should also assume responsibility for staffing the committee. (C) Investigating committees should be

guided by the procedure used in Committee A investigations.

3. Instances of unsatisfactory conditions of institutional government were brought to the attention of the Council. The Committee has completed an investigation at a western institution, and has decided to conduct investigations at an eastern and a southern institution.

4. Professor Heady presented for the Council's consideration Committee T's new draft statement on "Faculty Participation in College and University Government," copies of which had been sent to the members of the Council several weeks in advance of the meeting. Following considerable discussion, in which several minor changes were suggested, it was voted unanimously that the Committee's statement be accepted by the Council as a tentative statement of principles, and that it be printed in the *Bulletin* and circulated to the chapters for comments and recommendations. (See *AAUP Bulletin*, Summer, 1960, pp. 203-204.)

5. Committee T will soon begin work on a handbook descriptive of faculty participation in college and university government for various types of institutions.

Committee A on Academic Freedom and Tenure

Professor David Fellman reported for Committee A, of which he is Chairman. (See *AAUP Bulletin*, Summer, 1960, pp. 222-230.)

On the recommendation of Committee A, the Council endorsed a statement on the disclaimer affidavit required by the National Defense Education Act of 1958, and voted to forward the statement to the Resolutions Committee of the Forty-sixth Annual Meeting. (See *AAUP Bulletin*, Summer, 1960, pp. 205-206.)

On the recommendation of Professor Fellman, the Council endorsed Mr. Louis Joughin's conclusions concerning needed improvements in the selection of Fulbright scholars, as presented in the *AAUP Bulletin*, Spring, 1960, pp. 8-17.

The Council approved the recommendations of Committee A regarding censure, to be presented to the Forty-sixth Annual Meeting; the statements carrying these recommendations appear in the *AAUP Bulletin*, Summer, 1960, pp. 226-230.

Committee Z on the Economic Status of the Profession

In reporting for Committee Z, Professor Fritz Machlup, Chairman of the Committee, reviewed the work of each Subcommittee. (See *AAUP Bulletin*, Summer, 1960, pp. 156-193.)

The Council approved the request of Subcommittee Z-2 on Taxation that the Subcommittee be authorized to enter the case of Professor Harry M. Cross of the faculty of

the University of Washington School of Law, and voted to expend up to \$1000 in the cost of litigation.

The Council approved the proposal of Subcommittee Z-3 on Standards to revise the Salary Grading Tables for 1960-61 (see *AAUP Bulletin*, Summer, 1960, pp. 194-197).

Committee C on College and University Teaching, Research, and Publication

Professor Reginald F. Arragon, in reporting for Committee C, of which he is Chairman, dealt with the following matters:

1. A preliminary draft of a policy statement on educational television. Following discussion of the statement, it was voted to return the statement to the Committee with the suggestion that the Committee seek comments concerning it from the chapters.

2. A survey currently being made of practices of colleges and universities with respect to the granting of permission and funds to enable faculty members to attend meetings of learned societies.

3. Pilot studies currently being made on the following aspects of recruitment of college teachers: (A) What are college faculties doing about the problem of recruitment? (B) What are student attitudes toward teaching?

4. A summary of the Conference on Measurement of Faculty Work Load which was held at Purdue University on November 9-10, 1959, and which Professor Arragon attended as a representative of the Association.

Committee D on Accrediting of Colleges and Universities

Professor Richard P. Adams, in reporting for Committee D, stated: (A) The Committee has succeeded in establishing communications with three of the six regional accrediting associations (Middle States, North Central, and New England). (B) Pursuant to the resolution adopted at the November, 1959 Council meeting, the Committee has recommended to the accrediting associations that at least one member on each accrediting team should be a full-time teaching faculty member.

Committee F on Membership and Dues

Mr. Davis reviewed the present efforts in the Washington Office to increase the membership of the Association, discussed the 1959 membership record, outlined plans for an intensive membership campaign to begin in the fall of 1960, and commented on the membership prospects for 1960 and 1961.

In reporting for Committee F, Mr. Davis stated that the Committee does not wish to make a recommendation for a change in dues structure at the present time.

The Committee does, however, wish to make the following recommendations:

1. The Committee recommends that the Council rescind the requirement that persons admitted to membership between the end of August and the end of November pay \$4.00 dues. If this requirement is rescinded, it would be understood that persons admitted to membership in that period would not become liable for dues until the following January 1, and would receive the winter issue of the *Bulletin* published immediately after their admission to membership; that the memberships of new members could be made retroactive upon their request either to July 1 or to January 1; that the submission of a \$4.00 check with an application would be interpreted as a request for membership retroactive to July 1; and that the chapters would be permitted to grant chapter membership to any of these persons as soon as formal approval of their membership applications has been received from the Washington Office.

It was voted to approve the recommendation.

2. The Committee recommends that persons whose memberships in the Association have lapsed on the previous December 31 be permitted to effect their reinstatements in the year following upon payment of \$2.00 back dues and payment of dues for the remaining quarters of the current year. Under present regulations, these persons must pay \$8.00 back dues in addition to dues for the remaining quarters of the current year. However, under policies which have recently gone into effect, they were sent only one issue of the *Bulletin* in the previous year. In accordance with the policy approved by the Council in 1958, former members who have been out of the Association for a year or more are not required to pay back dues.

There was opposition to the recommendation, and it was voted to send it back to the Committee for further consideration.

3. The Committee recommends that the Council adopt a policy making all reinstatements effective only after payment of dues for the remaining quarters of the current year.

Approval of the recommendation was voted.

A motion that state and regional conferences be urged to sponsor the organization of chapters within their given areas was passed.

Report of the Executive Committee

President Glass reported for the Executive Committee as follows: (A) The Executive Committee has agreed on recommending Professor Fred C. Kurtz, Associate Professor of Accounting at The George Washington University, for the position of Treasurer of the Association. (B) The Executive Committee hopes, in the near

future, to be able to recommend a person to fill the post of Counsel left vacant by President-Elect Fuchs. (C) Search for a staff assistant with legal training has continued, but the Executive Committee is not prepared at this time to make a specific recommendation. [In further reference to (A), (B), and (C) above, see elsewhere in this issue, "The Association's New Officers, Staff Associates, and *Bulletin* Editor."] (D) The Executive Committee has approved the addition of major medical coverage, through TIAA, for the entire staff in the Washington Office. (E) The Executive Committee has approved an intensive membership campaign to begin in the fall of 1960, and has allocated \$5000 for this purpose. (F) The Executive Committee recommends that the 1962 Annual Meeting be held in Chicago.

The Council approved the report of the Executive Committee.

Activities of Other Committees

The General Secretary gave a brief account of the work of the following committees: Committee B on Professional Ethics; Committee H on the History of the Association; Committee J—Editorial Committee of the *Bulletin*; Committee R on Relationships of Higher Education to Federal and State Governments.

In reporting for Committee G on the International Association of University Professors and Lecturers, Richard H. Shryock, President of that Association, stated that the next general conference, planned for 1960 in London, has had to be postponed until 1961 because of financial difficulties incident to the withdrawal of aid by UNESCO. An appeal has been made to UNESCO for renewal of its assistance, and an effort will probably be made to have membership dues paid by national organizations increased.

Financial Reports

President Glass announced the Executive Committee's approval of the Auditor's report.

Professor Owens, Treasurer of the Association, distributed copies of his report on the Association's financial position as of March 31, 1960, and made supplementary comments. It was voted to receive the report.

The Annual Election

President Glass announced the results of the annual election of Officers and Council Members of the Association. (See *AAUP Bulletin*, Summer, 1960, p. 219.)

Statement by President-Elect Fuchs

Professor Fuchs stated that soon after being nominated for the presidency of the Association he was invited to become an adviser to the Law Institute in New Delhi, India;

that he informed the General Secretary of his willingness to accept the invitation if arrangements could be made to hold the Autumn Council meeting in October, prior to his departure for New Delhi; that he would expect to return to Boston for the Annual Meeting in the Spring of 1961; and that the General Secretary had assured him that these arrangements, as well as the use of air mail to accelerate communications, could be worked out satisfactorily. Professor Fuchs stated that his absence from the country would not prevent him from performing the normal functions of the presidency of the Association. President Glass asked if any member wished to comment upon or protest against these arrangements. The Council concurred in the arrangements.

The Association's Election Procedures

Problems involved in the present nomination and election procedures of the Association were discussed. Chief among the questions considered were: (A) Would it be advisable to change to regional representation and election of Council members? (B) Is there a need to revise the present distribution of the membership in the regions? It was voted that the present nomination and election procedures of the Association be referred to Committee O on Organization and Policy for study, and that the matter be discussed at the next meeting of the Council.

The Place and Functions of State and Regional Conferences

Mr. Davis reported that there are thirty-two state and regional or city conferences of the Association, and that the Washington Office will continue to give assistance to groups wishing to organize conferences. Mr. Fidler suggested that it might be better, at the present time, to concentrate on the organization of regional conferences, which could, in turn, encourage the establishment of state conferences.

It was the consensus that it would be desirable to have the names of officers of the conferences published in the *Bulletin* once a year; Mr. Fidler stated that this would be done (see, elsewhere in this issue, "AAUP State and Regional Conferences").

It was the consensus that some liaison is needed between the Council and the conferences (particularly between the Council and the newly established National Council of Conferences), and that this matter should be studied by Committee O.

Opportunities for Superior and Gifted Students

Following discussion of the general lack of an educational program for superior and gifted students in institutions of higher education, it was voted that Committee C consider possible action by the Association with regard to the problem.

. . . preaching democracy but practicing autocracy

Can one expect graduates from the institution wherein democracy does not operate, wherein individuals are mistrusted and denied opportunities of participation in the activities of the educational community for which they are eminently capable—I repeat, can one expect graduates from such an institution to be imbued with an understanding, a faith, a will to work at the job of democracy? Can they be expected to think of democracy as a living force which is competent to alleviate the ills of human society, or should they be expected to be cynical of democracy? Does not such an institution—preaching democracy but practicing autocracy or dictatorship—add to the confusion of society and contribute to the low estate of democracy in the world?

From "Democracy in Higher Education," by Donald Faulkner, *Bulletin*, Summer, 1959, p. 236.

Report of the 1960 Nominating Committee

The 1960 Nominating Committee herewith submits a list of 20 nominees for the 10 Council positions to be filled in the 1961 election. The list comprises the names of two active members from each of the 10 districts. Additional nominations may be made by petitions duly signed and filed in the office of the General Secretary not later than November 15.¹

The Committee met in Washington, D. C., on June 17 and 18. It consulted extensively with Messrs. Fidler, Middleton, Davis, and Joughin and Miss Heim of the Washington Office, who not only prepared large quantities of data for the Committee's use but in many ways were able to supplement the information provided by the nomination blanks submitted by members. The actual choosing of nominees, however, was done in executive session.

Almost 600 members of the Association turned in names for the Committee's consideration. Over 500 members were recommended for Council membership; some of these were suggested by more than one nominator, and some had chapter or regional support. The Committee had, then, a formidable task of making up a slate which could include less than one-half of one per cent of the names proposed. It need hardly be stated, and yet it should be stated, that the number of apparently strong candidates far exceeded the number of positions to be filled. Sometimes strongly recommended candidates in one district happened to be in the same academic field;² sometimes strongly recommended candidates were in fields already well represented on the Council; sometimes strongly recommended candidates were from the same institution or from classes of institutions already well represented. Such problems of representation constantly appeared in the Committee discussions and influenced the choices made. Inevitably, it was not possible to make room for all suggested nominees that looked like good

Council material. As in the past, the names of such members will be made available to the next year's nominating committee.

The Committee's ultimate criterion, of course, was not the distribution of candidates among the academic categories, but the potential usefulness of the candidate to the Association and to the profession. As a by-product of its efforts to identify strong candidates and find a place for them on the ballot, the Committee offers one suggestion to members making nominations, and one recommendation to the Council and the membership generally.

Suggestion to Members Proposing Nominees

Although the Committee can rely on standard reference works for basic information about proposed nominees, it also needs the help that can be given on the nomination blanks. Specific information about professional activities and personal qualities is most useful.

Recommendation to the Council and the Association

Like earlier committees, the 1960 Committee was struck by the fact that in certain districts, notably VI and IX, the suggestions for Council membership are much more numerous than in some other districts, and that the problem of making selections among many well-qualified individuals is more acute. The persistent emergence of unusually large numbers of potential Council members in the more populous districts makes it desirable at least to consider the possibility of changes in the present system of equal representation for all 10 districts. The 1959 Nominating Committee submitted a three-point proposal to the Association: (1) keep the present district boundaries and the present size of the Council (30); (2) elect two members from each district; (3) elect the other 10 members by some system of proportional representation that would give additional members to the more populous districts.

The 1960 Nominating Committee calls the attention of the Association to the 1959 recommendation. The present Committee amplifies the 1959 recommendation by suggesting an addition or alternative to point 3—namely, the inclusion of a system of at-large representation on the Council. This could be a supplement to or a substitute for the proposed system of proportional representation. Proportional representation would have the obvious advantage of reflecting the greater density of

¹ The provisions for nomination of candidates, by appointed committee and by petition, appear in Article V, Sections 1, 2, and 3 of the Constitution, as printed elsewhere in this issue.

² The members of the Association may be interested in the academic fields represented by candidates suggested to the Committee. This year the suggested nominees are distributed among about 40 academic fields—an average of about 12 people to a field. The actual distribution was as follows: fields in which over 60 individuals were named—English, economics; 50 to 60 individuals—history; 40 to 50—political science; 20 to 30—chemistry, modern languages, philosophy, speech, sociology; 10 to 20—biology and zoology, education, psychology, mathematics, physics; 5 to 10—medicine, business administration, law, agriculture, art, geography. Other fields had fewer than five representatives on the list of suggestions.

membership in some districts. At-large representation would have the advantage of making available for Council service especially well-qualified members proposed in any districts that already had their quota of representatives.

It is not the function of the Nominating Committee to press for any particular solution, or even to press for changes in general. But in the course of its work the Nominating Committee becomes especially aware of the problem, and hence calls it to the attention of the membership.

1960 Nominating Committee:

Robert B. Heilman (English), University of Washington, *Chairman*
Harold Barger (Economics), Columbia University
Arthur J. Dibden (Philosophy), Knox College
Theodore Ropp (History), Duke University
Edwin O. Stene (Political Science), University of Kansas

Nominees for the Council, April, 1961-April, 1964¹

DISTRICT I

JOHN L. CLARK, English, San Francisco State College

Born, 1919. B.A., 1941, and M.A., 1946, University of Wisconsin; Ph.D., Stanford University, 1953. Instructor, University of Buffalo, 1946-47; Assistant Professor, Beloit College, 1947-49; San Francisco State College: Instructor, 1951-54; Assistant Professor, 1954-57; Associate Professor, since 1957. U. S. Army Air Corps, 2nd Lieutenant, 1st Lieutenant, Captain, Major, 1941-45. Member: Faculty Council, San Francisco State College, 1958-59; Council for Civic Unity, San Francisco. Association member since 1957. Chapter Vice-President, 1957-58; President, 1958-59; member of Chapter Executive Committee, 1959-60.

KONRAD B. KRAUSKOPF, Geology, Stanford University

Born, 1910. Whittier College, 1927-28; B.A., University of Wisconsin, 1931; Ph.D. (Chem.), University of California (Berkeley), 1934; Ph.D. (Geology), Stanford University, 1939. Instructor, University of California, 1934-35; Stanford University: Acting Instructor, 1935-39; Assistant Professor, 1939-42; Associate Professor, 1942-50; Professor since 1950. U.S. Geological Survey, Geologist, since 1942; U.S. Army, Chief, G-2 Geographical Section, 1942-49. Fulbright and Guggenheim Fellowships, Oslo, Norway, 1952-53. Association member since 1952. Chapter Executive Committee, 1959-60.

DISTRICT II

BOWER ALY, Speech, University of Oregon

Born, 1903. B.S., Southeast Missouri State College, 1925; M.A., University of Missouri, 1926; University of Cali-

fornia, 1929; Ph.D., Columbia University, 1941. Instructor, Southeast Missouri State College, 1926-30; University of Missouri: Instructor and Assistant Professor, 1930-40; Associate Professor and Professor, 1940-57; Professor, University of Oregon, since 1957; Visiting Professor: University of Hawaii, University of Wisconsin, Louisiana State University, Columbia University. Association member since 1931. Chapter President, 1955; Chairman, Chapter Committee on Academic Freedom and Tenure, 1958-60; Chairman, Committee D, since 1959.

HANS H. PLAMBECK, Sociology, Oregon State College

Born, 1911. B.A., 1935, and M.A., 1938, University of Oregon; Ph.D., Cornell University, 1941. Montana State College: Instructor, 1941-42; Assistant Professor, 1942-46; Oregon State College: Assistant Professor, 1946-50; Associate Professor, 1950-56; Professor and Chairman, since 1956; Visiting Professor, College of the Pacific, (summer) 1949; Fulbright Research Scholar, Canterbury Agricultural College, New Zealand, 1952-53. Member, Urban League since 1948. Association member since 1947. Chapter President, 1957-58; Board member, Federation of Chapters of Oregon State System of Higher Education, 1957-60; Vice-President, Federation Board, 1958-60.

DISTRICT III

KENNETH O. BJORK, History, St. Olaf College

Born, 1909. B.A., St. Olaf College, 1930; M.A., 1931, and Ph.D., 1935, University of Wisconsin. Instructor and Assistant Professor, University of Montana, 1935-37; St. Olaf College: Assistant Professor and Associate Professor, 1937-44; Professor, since 1944; Chairman, Social Science Division, 1949-54; Chairman, History Department, 1960; Visiting Associate Professor, University of Nebraska, (summer) 1938, 1940; Visiting lecturer: University of Michigan, 1940-41; University of Wisconsin, 1943-44. Norwegian-American Historical Association; Research Fellow, 1947-48 and Managing Editor, 1960; Research Fellow, Social Science Research Council, 1951-52; Fulbright Research Scholar, Norway, 1959-60. Member of Social Sciences Advisory Committee, State of Minnesota, since 1958. Chairman, Governor's Committee for Refugee Relief, State of Minnesota, since 1956. Association member since 1946.

GEORGE C. WHEELER, Biology, University of North Dakota

Born, 1897. Texas Christian University, 1914-15; B.A., Rice Institute, 1918; M.S., 1920, and D.Sc., 1921, Harvard University. Syracuse University: Instructor, 1921-25; Assistant Professor, 1925-26; Professor, University of North Dakota, since 1926. Association member since 1926. Council member, 1946-48; Member: Nominating Committee, 1950, 1951; Special Committee on Academic Freedom and Tenure, 1956; Committee A on Academic Freedom and Tenure, 1955-59; Chairman, University of Kansas City Investigating Committee, 1956; Chapter President, 1932-35, 1945-46.

¹Ten members to be elected, one from each of the ten geographical districts.

DISTRICT IV

NOEL P. GIST, Sociology, University of Missouri

Born, 1899. B.S., Kansas State Teachers College, 1923; M.A., University of Kansas, 1929; Ph.D., Northwestern University, 1935. University of Kansas: Instructor, 1929-34; Assistant Professor, 1934-37; University of Missouri: Assistant Professor, 1937-38; Associate Professor, 1938-46; Professor, since 1946; Fulbright Research Scholar, University of Mysore, India, 1951-52; Fulbright Lecturer, University of Groningen, Netherlands, 1958-59. Member of University of Missouri Committee on Tenure, 1957-58. Association member since 1932. Chapter President, 1957-58; member, Chapter Program Committee, 1959-60.

BERTRAM MORRIS, Philosophy, University of Colorado

Born, 1908. University of Colorado, 1925-27; A.B., Princeton University, 1930; Ph.D., Cornell University, 1934. Instructor, University of Wyoming, 1934-36; Northwestern University: Instructor, 1936-39; Assistant Professor, 1939-43; Associate Professor, 1943-47; Visiting Associate Professor, University of Chicago, (summer) 1946; University of Colorado: Associate Professor, 1947-49; Professor, since 1949. Association member since 1934. Chapter nominating Committee, 1953.

DISTRICT V

DOROTHY MCCOY, Mathematics, Wayland College

Born, 1903. B.A., Baylor University, 1925; M.S., 1927, and Ph.D., 1929, State University of Iowa. Mathematics Department Head, Belhaven College, 1929-49; Professor and Science Department Chairman, Wayland College, since 1949; Visiting lecturer (summers): Baylor University, 1930; Louisiana Polytechnic Institute, 1948; University of New Mexico, 1949; University of Hawaii, 1958; Fulbright Lecturer, College of Arts and Sciences, Baghdad, 1953-54; National Science Foundation Lecturer, Baylor University, (summer) 1959. Mathematician: Aberdeen Proving Grounds, (summer) 1955, 1956; Patrick Air Force Base, (summer) 1957. Association member since 1947. Chapter Chairman, 1959.

DOUGLAS N. MORGAN, Philosophy, University of Texas

Born, 1918. B.A., University of Michigan, 1940; University of California (Berkeley), 1940-41; Cornell University, 1941-42; Ph.D., University of Michigan, 1947-48. Assistant in Philosophy, University of Illinois, 1946-47; Instructor, University of Michigan, 1947-48; Assistant Professor and Associate Professor, Northwestern University, 1948-59; Professor, University of Texas, since 1960. Member: Council for Basic Education; Committee on Philosophy and Education, American Philosophical Association. Association member since 1948. Chapter President, 1959.

DISTRICT VI

CARL H. DENBOW, Mathematics, Ohio University

Born, 1911. Ashland College, 1928-29; S.B., 1932, S.M., 1934, and Ph.D., 1937, University of Chicago. Ohio University: Instructor, 1936-39; Assistant Professor, 1939-43;

Associate Professor, 1943-46; Professor, since 1950; Department Chairman, 1953-55; Associate Professor, Naval Postgraduate School, 1946-50; Faculty Fellow (Ford Foundation), Harvard, 1955-56. U. S. Naval Reserve, Lieutenant, 1943-46. Chairman, Ohio University Faculty Advisory Council since 1959. Association member since 1941. Chapter Chairman, Committee on Academic Freedom, 1954-55; Chapter Vice-President, 1957-58.

WILLIAM H. MCPHERSON, Economics and Industrial Relations, University of Illinois

Born, 1902. A.B., Harvard University, 1923; M.A., Ohio State University, 1924; University of California, 1924-26; Diploma, University of Paris, 1927; Ph.D., University of Chicago, 1935. Head Teaching Fellow in Economics, University of California (Berkeley), 1925-26; Instructor, Dartmouth College, 1929-30; Assistant Professor, Western Reserve University, 1930-37; Assistant Professor, Oberlin College, 1937-40; Professor, University of Illinois Institute of Labor and Industrial Relations, since 1946. Senior Staff Member, Committee of Social Security, Social Science Research Council, 1940-42; Principal Economist, War Manpower Commission, 1942-43; Co-chairman and Chairman, Shipbuilding Committee, National War Labor Board, 1943-45; Member: Labor Advisory Commission to Japan and Korea, War Department, 1946; Commission on Integration of German Refugees, Economic Cooperation Administration, 1950-51; Department of State lecturer at German labor academies, 1952-53; Fulbright Research Scholar, Institut des Sciences Sociales du Travail, 1960-61. Member: American Economic Association; Industrial Relations Research Association; National Academy of Arbitrators. Association member since 1934. Chapter President, 1957-58; member, Health and Welfare Committee, 1955-56; Policy Committee, 1956-57; Nominating Committee, 1958-59; Illinois Conference: Executive Council, 1955-57; Vice-President, 1957-58.

DISTRICT VII

MELVIN G. DAKIN, Law, Louisiana State University

Born, 1908. B.S., 1932, and Juris Doctor, 1935, State University of Iowa. Assistant Professor, Oklahoma A & M College, 1935-37; Louisiana State University: Assistant Professor, 1937-41; Associate Professor, 1947-50; Professor, since 1950; Assistant to President of the University, 1948-50; Visiting Professor: Northwestern University, (spring) 1955; Southern Methodist University, (summer) 1959. Utilities Analyst and Senior Attorney, United States Securities and Exchange Commission, 1941-47. Member, Association of American Law Schools' Committee on Lawyers in Federal Service, 1954, and Committee on Bar Admission Standards, 1957-59. Association member since 1939. Member of Subcommittee Z-2 on Taxation since 1960. Chapter Chairman, 1940-41.

ROBERT JENNINGS HARRIS, Political Science, Vanderbilt University

Born, 1907. B.A., Vanderbilt University, 1930; M.A., University of Illinois, 1931; Ph.D., Princeton University,

1934. Instructor, University of Cincinnati, 1934-36; Louisiana State University: Assistant Professor, 1936-38; Associate Professor, 1938-43; Professor, 1943-54; Chairman, Department of Government, 1941-54. Professor, Vanderbilt University, since 1954; Visiting Professor (summers): Vanderbilt University, 1946; University of Minnesota, 1947; University of North Carolina, 1948; Columbia University, 1951; Visiting Professor, Columbia University, 1957-58. Member, special staff of Legislative Reference Section, Library of Congress, (summer) 1950. Vice-President, Southern Political Science Association, 1946, and President, 1947; Vice-President, American Political Science Association, 1950; member, Tennessee Council on Human Relations. Association member since 1936. Chapter President, 1943-44.

DISTRICT VIII

KERBY NEILL, English, Catholic University

Born, 1906. A.B., Georgetown University, 1928; Ph.D., The Johns Hopkins University, 1935. Instructor, St. Louis University, 1934-37; Associate Professor, College of New Rochelle, 1937-38; The Catholic University: Associate Professor, 1938-51; Professor since 1952; Lecturer: The Johns Hopkins University, 1939-40; University of Miami, (summer) 1947. Trustee, William J. Kerby Foundation, since 1943. Association member since 1937. Nominating Committee, 1958. President, District of Columbia Conference of AAUP, 1957-59; Chapter Vice-President, 1959-60 and President, 1960-61.

JAMES H. CROUSHORE, English, Mary Washington College

Born, 1914. A.B., 1936, and M.A., 1940, Lehigh University; Ph.D., Yale University, 1944. Teaching Fellow, Lehigh University, 1939-40; Instructor, Mount Union College, 1940-41; Instructor, Carnegie Institute of Technology, 1943; Instructor, Lehigh University, 1946-47; Mary Washington College: Associate Professor, 1947-57; Professor and Department Chairman, since 1957. U. S. Army Combat Infantry Service, 1944-46. Association member since 1947. Chapter President, 1951-52, 1954-55; Virginia Conference, AAUP: Chairman pro tem, 1955-56; President, 1957-58; member of Committee E, 1957-60.

DISTRICT IX

EVELINE M. BURNS, Economics, Columbia University (New York School of Social Work)

Born, 1900. B.Sc., 1920, and Ph.D., 1926, London School of Economics. Assistant Lecturer, London School of Economics, 1921-28; Lecturer, Columbia University, 1928-42; Visiting Professor, Bryn Mawr College, 1945; Professor, Columbia University, New York School of Social Work, since 1946; Visiting Professor, Princeton University, 1952; Simon Research Professor, Manchester University, 1954. Administrative Assistant, British Ministry of Labor, 1916-20; Laura Spelman Rockefeller Fellow, Rockefeller Foundation, 1926-28; Senior Staff Member, Social Science Research Council, 1937-39; Chief, Economic Security and Health Section, National Resources Planning Board, 1939-43; Senior Staff Member, National Plann-

ing Association, 1943-44; Fellow, Guggenheim Foundation, 1953-54. Member: Federal Advisory Council on Employment Security; American Economic Association, Executive Committee, and Vice-President of that Association; National Conference on Social Welfare, and served as Secretary, First Vice-President, and President of that Conference; American Public Welfare Association; formerly Chairman of the Committee on Advanced Programs of the American Association of Schools of Social Work (now the Council on Social Work Education). Association member since 1949. Member of Committee Z-4 Subcommittee on Collateral Economic Benefits, since 1959.

E. WILLARD MILLER, Geography, Pennsylvania State University

Born, 1915. B.S., Clarion State College, 1937; M.A., University of Nebraska, 1939; Ph.D., Ohio State University, 1942. Instructor, Ohio State University, 1941-42; Assistant Professor, Western Reserve University, 1942-43; Professor and Department Head, Pennsylvania State University, since 1945. Geographic Editor, Thomas Y. Crowell Company, since 1957; Editor, *Producers Monthly* magazine, since 1946. Association member since 1943. Chapter Chairman, Forum Committee, 1956-58; Chapter President, 1958-59.

DISTRICT X

LAWRENCE G. HINES, Economics, Dartmouth College

Born, 1916. A.B., University of Kansas, 1938; M.A., 1940, and Ph.D., 1947, University of Minnesota. University of Minnesota: Teaching Assistant, 1940-41; Research Assistant, 1941-42; Instructor, 1942-44; Dartmouth College: Assistant Professor, 1947-52; Professor, since 1952; Chairman, Division of the Social Sciences, since 1959. Air Intelligence Specialist, Office of Naval Intelligence, 1944-46; Consultant, U. S. Department of Health, Education, and Welfare, since 1957. Member, Committee to Establish Tenure Regulations, University of Minnesota, 1944. Association member since 1948. Chairman, Chapter Committee on the Economic Status of the Profession, 1956-57; Chapter President, 1957-59; Member, Chapter Executive Committee, 1959-60.

ALBERT MORRIS, Sociology, Boston University

Born 1901. B.S., 1925, and M.A., 1926, Boston University; Harvard University, 1927-29. Boston University: Instructor, 1926-30; Assistant Professor, 1930-35; Professor, since 1935; Department Chairman, 1945-59; Visiting Professor (summers): University of California (Los Angeles), 1940-47; University of New Mexico, 1945, 1958; University of British Columbia, 1949, 1952, 1956. Fulbright scholar: University of Melbourne, Australia, 1952; Victoria University, Wellington, New Zealand, 1959-60. Member, Executive Committee and Committee on Academic Freedom, Eastern Sociological Society; Recording secretary, Massachusetts Commission to Investigate the Death Penalty, 1958-59; Vice-Chairman of the Senate Council and of the Faculty Senate of Boston University. Association member since 1933. Chapter President, and member, Chapter Executive Committee.

Committees of the Association

The present committee structure of the Association was approved by the Council in October, 1956, and a statement of the functions of existing committees, together with a roster of committee memberships, was published in the Spring, 1957 issue of the *AAUP Bulletin*, pages 93-99. The Council decided, in April, 1957, that membership on committees should be placed on a rotating basis as soon as possible, and a new roster of committees, arranged in one-year, two-year, and three-year terms, was published in the Winter, 1958 *Bulletin*. Notices of new appointments to committees have appeared from time to time under "Organizational Notes."

Approximately one-third of the committee appointments expire with the adjournment of each Annual Meeting, and invitations to fill committee vacancies go out in the spring and summer. A list of committee assignments will be published annually in the *Bulletin*, with the date of expiration given after each name.

Committee A on Academic Freedom and Tenure

- David Fellman (Political Science, University of Wisconsin); *Chairman*, 1961
 Robert B. Brode (Physics, University of California at Berkeley), 1962
 Frances C. Brown (Chemistry, Duke University), 1963
 Clark Byse (Law, Harvard University), 1961
 William P. Fidler (English, Washington Office), *ex officio*
 Ralph F. Fuchs (Law, Indiana University), *ex officio*
 Bentley Glass (Biology, The Johns Hopkins University), 1963
 Louis Joughin (History, Washington Office), 1963
 Harold W. Kuhn (Mathematics, Princeton University), 1962
 Walter P. Metzger (History, Columbia University), 1961
 Glenn R. Morrow (Philosophy, University of Pennsylvania), 1962
 Paul Oberst (Law, New York University), 1962
 C. Herman Pritchett (Political Science, University of Chicago), 1963
 Warren Taylor (English, Oberlin College), 1962

Committee B on Professional Ethics

- Clark Byse (Law, Harvard University); *Chairman*, 1961
 Robert B. Heilman (English, University of Washington), 1962
 H. Gordon Hullfish (Education, The Ohio State University), 1962

Willis Moore (Philosophy, Southern Illinois University), 1961

Edwin O. Stene (Political Science, University of Kansas), 1961

Benjamin F. Wissler (Physics, Middlebury College), 1962

Committee C on College and University Teaching, Research, and Publication

- Reginald F. Arragon (History, Reed College); *Chairman*, 1961
 Harold B. Dunkel (Education, University of Chicago), 1961
 Ruth E. Eckert (Education, University of Minnesota), 1962
 Harriet E. O'Shea (Psychology, Purdue University), 1961
 John A. Rademaker (Sociology and Anthropology, Willamette University), 1961
 Kenneth O. Walker (History, Goucher College), 1961

Committee D on Accrediting of Colleges and Universities

- Bower Aly (Speech, University of Oregon); *Chairman*, 1962
 Richard P. Adams (English, Tulane University of Louisiana), 1962
 A. Harold Blatt (Chemistry, Queens College, New York), 1963
 James W. Fesler (Political Science, Yale University), 1961
 Lowell Fisher (Education, University of Illinois), 1963
 Richard O. Nahrendorf (Sociology, Los Angeles State College), 1962

Committee E on Establishment and Conduct of Chapters

- District I: Eugene K. Chamberlin (History, San Diego Junior College), 1961
 District II: James C. Nelson (Economics, State College of Washington), 1962
 District III: Vacancy
 District IV: James C. Carey (History, Kansas State University of Agriculture and Applied Science), 1963
 District V: Gordon H. McNeil (History, University of Arkansas), 1961
 District VI: Henry H. H. Remak (Modern Languages, Indiana University), 1961
 District VII: John Robert Moore (Business Administration, University of Tennessee), 1963

- District VIII: Theodore Ropp (History, Duke University), 1963
 District IX: Arthur H. Scouten (English, University of Pennsylvania); *Chairman*, 1961
 District X: Earl Latham (Political Science, Amherst College), 1962

Committee F on Membership and Dues

- Louise E. Rorabacher (English, Purdue University); *Chairman*, 1961
 Arthur W. Heilman (Educational Psychology, University of Oklahoma), 1962
 Howard V. Jones (History, Iowa State Teachers College), 1961
 William Tacey (Speech, University of Pittsburgh), 1963

Committee G on International Association of University Professors and Lecturers

- Alice R. Bensen (English, Eastern Michigan University), 1963
 Julius Cohen (Law, Rutgers University), 1962
 Merritt Y. Hughes (English, University of Wisconsin), 1962
 Richard H. Shryock (History, University of Pennsylvania), 1961

Committee H on the History of the Association

- Robert W. Iversen (Social Science, The Pennsylvania State University); *Chairman*, 1963
 John W. Caughey (History, University of California at Los Angeles), 1961
 Samuel B. Gould (President, Santa Barbara City College), 1962
 Richard H. Shryock (History, University of Pennsylvania), 1962

Committee I on Association Investments

- Frank W. Fetter (Economics, Northwestern University); *Chairman*, 1963
 Ian Campbell (Geology, California Institute of Technology), 1961
 William P. Fidler (English, Washington Office), *ex officio*
 Ralph F. Fuchs (Law, Indiana University), *ex officio*
 James Holladay (Finance, University of Alabama), 1961
 Frederick C. Kurtz (Accounting, The George Washington University), 1963

Committee J—Editorial Committee of the *Bulletin*

- Sheridan Baker (English, University of Michigan), 1963
 George L. Bird (Journalism, Syracuse University), 1961
 Donald C. Bryant (Speech, State University of Iowa), 1963
 Bertram H. Davis (English, Washington Office), *Bulletin* Editor, *ex officio*

William P. Fidler (English, Washington Office), *ex officio*

Bernard F. Haley (Economics, Stanford University), 1963
 Harold N. Lee (Philosophy, Newcomb College, Tulane University), 1961

Walter P. Metzger (History, Columbia University), 1963

Committee O on Organization and Policy

- Warren Taylor (English, Oberlin College); *Chairman*, 1961
 William P. Fidler (English, Washington Office), *ex officio*
 Hoyt O. Franchere (English, Portland State College), 1962
 Ralph F. Fuchs (Law, Indiana University), *ex officio*
 Ralph Sargent (English, Haverford College), 1963
 Ralph Ira Thayer (Economics, State College of Washington), 1961

Committee R on Relationships of Higher Education to Federal and State Governments

- John W. Caughey (History, University of California at Los Angeles); *Chairman*, 1962
 Hiden Cox (Executive Director, American Institute of Biological Sciences), 1962
 Walter Gellhorn (Law, Columbia University), 1961
 C. Herman Pritchett (Political Science, University of Chicago), 1961
 James A. Storing (Political Science, Colgate University), 1962

Committee T on College and University Government

- Ferrel Heady (Political Science, University of Michigan); *Chairman*, 1961
 Ian Campbell (Geology, California Institute of Technology), 1961
 John P. Dawson (Law, Harvard University), 1963
 Arthur J. Dibden (Philosophy, Knox College), 1962
 Gordon H. McNeil (History, University of Arkansas), 1963
 Warner Moss (Political Science, College of William and Mary), 1963
 Howard J. Pincus (Geology, The Ohio State University), 1962
 Helen C. White (English, University of Wisconsin), 1962
 York Willbern (Political Science, Indiana University), 1961

Committee Z on the Economic Status of the Profession

Executive Committee

- Fritz Machlup (Political Economy, Princeton University; formerly at The Johns Hopkins University); *Chairman*

William J. Baumol (Economics, Princeton University)
 Francis M. Boddy (Economics, University of Minnesota)
 John T. Dunlop (Economics, Harvard University)
 Bernard F. Haley (Economics, Stanford University)
 Peggy Heim (Economics, Washington Office)
 Albert E. Imlah (History, Tufts University)
 Harold N. Lee (Philosophy, Newcomb College, Tulane University)
 William W. Oliver (Law, Indiana University)
 Procter Thomson (Economics, Claremont Men's College)

Subcommittee Z-1 (Biennial Salary Study)

Albert H. Imlah (History, Tufts University); *Chairman*, 1963
 Frank A. Hanna (Economics, Duke University), 1962
 Harold N. Lee (Philosophy, Newcomb College, Tulane University), 1961

Subcommittee Z-2 (Taxation)

William W. Oliver (Law, Indiana University); *Chairman*, 1961
 Melvin G. Dakin (Law, Louisiana State University), 1962
 Donald H. Gordon (Law, Wayne State University), 1963

Subcommittee Z-3 (Standards)

Francis M. Boddy (Economics, University of Minnesota); *Chairman*, 1961
 William J. Baumol (Economics, Princeton University), 1963
 Kermit Gordon (Economics, Williams College), 1962
 Bernard F. Haley (Economics, Stanford University), 1961
 Fritz Machlup (Political Economy, Princeton University), 1961
 Charles A. Myers (Economics, Massachusetts Institute of Technology), 1963

Subcommittee Z-4 (Collateral Economic Benefits)

John T. Dunlop (Economics, Harvard University); *Chairman*, 1962
 Eveline M. Burns (Economics, The New York School of Social Work), 1963
 F. Thomas Juster (Economics, Amherst College), 1962

Subcommittee Z-5 (Financing Higher Education)

Procter Thomson (Economics, Claremont Men's College); *Chairman*, 1962

Harvey E. Brazer (Economics, University of Michigan), 1963
 W. Nelson Peach (Economics, University of Oklahoma), 1961
 Carl S. Shoup (Economics, Columbia University), 1962

Delegates to American Council on Education

Bertram H. Davis (English, Washington Office), 1962
 Harold B. Dunkel (Education, University of Chicago), 1961
 William P. Fidler (English, Washington Office), *ex officio*
 Ralph F. Fuchs (Law, Indiana University), *ex officio*
 John A. Kinneman (Sociology, Illinois State Normal University), 1962
 Warren C. Middleton (Psychology, Washington Office), 1962
 W. R. Trimble (History, Loyola University at Chicago), 1962

Representatives to American Association for the Advancement of Science

Ian Campbell (Geology, California Institute of Technology), 1961
 Gairdner B. Moment (Biology, Goucher College, 1961

Special Committee on State Anti-Subversive Legislation

Frank R. Kennedy (Law, State University of Iowa)
 Chester H. Cable (English, Wayne State University)
 Gladys M. Kammerer (Political Science, University of Florida)
 Herman I. Orentlicher (Law, Washington Office)
 Melvin G. Shimm (Law, Duke University)

Governing Board of the Academic Freedom Fund¹

Robert K. Carr (President, Oberlin College), 1961
 David Fellman (Political Science, University of Wisconsin), *ex officio*²
 Ralph F. Fuchs (Law, Indiana University), *ex officio*
 Bentley Glass (Biology, The Johns Hopkins University), 1960
 Edward L. Hutton (16 Courseview Road, Bronxville, New York), 1960
 S. Jay Levy (Box 26, Chappaqua, New York), 1961

¹ The terms of the Governing Board expire in September.

² As Chairman of Committee A

Book Reviews



A TEACHER SPEAKS, by Philip Marson.
New York: David McKay, Inc., 1960.
ix + 230 pp. \$3.95.

Mr. Marson's book is built around three principal themes: the autobiographical, which has to do chiefly with his experiences as a teacher; the historical, which sketches the distinguished achievements and (as he describes it) the decline of the Boston Latin School through four decades; and the polemical, which affords him the opportunity to attack current tendencies in American education and to offer recommendations for the restoration of its effectiveness. These motifs are not always closely related, for Mr. Marson is a discursive writer; but his total intention is clear enough, and the impact of his views is considerable.

Mr. Leonard Bernstein's Foreword and other passages in the book yield abundant testimony to prove that Mr. Marson possesses the virtues of the professional schoolmaster—a race now by no means sufficiently numerous for the country's needs. A dedicated man, he found his calling early and followed it with enthusiasm. Like others of his kind, Mr. Marson has plenty of anecdotes, grave and gay, to relate. Justifiably proud of his accomplishments, he also has much sound doctrine to communicate upon such subjects as the assignment of lessons, the methods of maintaining standards, counselling, and discipline. Like many another in an ill-paid profession, he taught not only the boys in the Latin School but adults in extension classes also; and he early enlarged the field of his activities by working in summer camps—one of which, Camp Alton, he has served as director for a quarter of a century.

In the midst of his successes, however, he became aware of a disturbing change in the academic climate. During the post-depression years, Boston public school teachers, struggling for a decent status and decent pay, found themselves trapped by an inequitable "merit" system controlled by politicians who

gave preferment, not to the best qualified, but to those who had the "right" politico-religious affiliations. In Mr. Marson's opinion, one of the most undesirable results of this situation was the elevation to positions of authority of administrators and teachers who were sympathetic to, or at least acquiescent in, the adoption of new procedures which weakened the standards established by generations of conscientious educators. "Progressive" practices, permissiveness, the acceptance of numerous electives, and the soft grading system which went along with "social promotion" caused a deterioration all along the line. For a time, Mr. Marson and his senior associates were able to maintain the old tradition; but when headmasters of the Latin School capitulated to the new doctrines, and the infection spread not only to the College Entrance Examination Board but even to leading universities like Chicago, Columbia, and Harvard, the case was hopeless.

Mr. Marson regards as specially pernicious the change in college admissions policies which occurred in the forties, when the old-style college entrance examinations were abolished, and candidates were selected not on the basis of their intellectual achievements, but according to such criteria as ancestry, athletic ability, social attainments, and extracurricular activities. Mr. Marson fought a courageous rear guard action against these changes; but at length, finding himself in a hopeless minority and completely out of sympathy with the new order, he resigned his post in 1957. A visit to England in the autumn of that year gave him the opportunity to study British practices in secondary education at close range, and fortified his conviction that high academic standards, devoted teaching by well-qualified men, the careful selection of students for the universities by rigorous examinations, and a sternly competitive system paid good dividends. He returned to the United States prepared to fight for better schools, and

has since devoted his efforts chiefly to this end.

Mr. Marson believes in the democratic principle of equal opportunity; but he apparently does not really understand—he certainly shows little sympathy with—the concept of education which justifies it chiefly as an aspect of social service. He is a conservative, though not a reactionary. He acknowledges the faults of our educational pattern which, thirty or forty years ago, was somewhat narrow and restrictive. He understands the need for taking into account individual differences and the special aptitudes of students. But he believes that superior abilities and effort should be recognized in the school room as well as on the football field. He conceives of education as a discipline directed toward intellectual excellence. The Program for the Restoration of Learning which he prints near the end of his book is a platform for those who agree upon the importance of the training of the mind, and upon the necessity of searching out and developing the best endowed. In expressing these views he allies himself with Professor Bestor and Admiral Rickover. His philosophy will be approved by the Council for Basic Education.

WARNER G. RICE
Professor of English
University of Michigan

THE JUNIOR COLLEGE, PROGRESS AND PROSPECT, by Leland L. Medsker.
New York: McGraw-Hill Book Company, 1960. xiv + 367 pp. \$6.50.

Many educators, because of the rapid growth of the two-year college, have turned their attention to an evaluation of the place of this nameless offspring of higher education. (Nameless, for its official baptismal name has not been determined: junior college, community college, people's college, technical institution, city college.) Consequently a sizeable two-year college literature is

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accumulating. This includes evaluations by experienced community college personnel, such as Jessie Bogue's *The Community College*; independent studies and surveys such as those printed in Morrison and Martorana's annotated listing, *The Two-Year Community College*; and textbooks, such as Hillway's recent *The American Junior College*. Leland Medskar's book, *The Junior College, Progress and Prospect* bases its evaluation on the results of an investigation conducted in 1956 at the Center for the Study of Higher Education at Berkeley. The Center conducted a general investigation of 243 two-year colleges in fifteen states. A questionnaire designed to illuminate the persistent question, "What is the role of the two-year college now and in the future?" was sent to 342 institutions requesting reactions of the administration and faculty regarding the purpose of the junior college, its student body, its functions, its personnel services, and its faculty attitudes.

Some of Medskar's findings point up vividly the evolving pattern of the two-year college. For instance, he found that the transfer function is still paramount in junior college education in spite of the fact that only one-third of the junior college students transfer.

Koos's study in 1931 revealed the junior college trend at that time toward general education and transfer courses. The only terminal courses offered were terminal cultural courses. Since that time, however, vocational education has edged its way into higher education. Medskar suggests that vocational-terminal education should receive more time and greater stress in the junior college. One might ask Medskar why vocational education should become the special province of the junior college. If these students are to be a part of the liberal arts program, why limit their college experience to two years? If they are not to be a part of the liberal arts program, would not a vocational school be a better place for them?

Medskar's study also reveals that junior college transfer students make a poorer showing scholastically in their first term after transfer to a four-year institution than do native students and they require additional time for graduation. This is confirmed by another University of California study (Burton R. Clark's *The Open Door College*).

Clark's study revealed that "the student bodies as a whole in the junior colleges were generally less able in terms of general scholastic aptitude than students in the state colleges and university."

Walter Eells's study at Stanford in 1927 revealed, however, that the junior college transfer students were superior in ability when measured by standard intelligence tests and by previous academic records, that they made only slightly lower than average records during their first year of adjustment to university conditions, and that they graduated with a greater share of honors than did native students. Lest this should be considered only an historical phenomenon, Eells confirmed his findings in his 1943 study, in which he reported that of 1177 students transferring from terminal courses in the junior colleges, 46 per cent succeeded in obtaining better than average grades in the university and only 16 per cent received grades below average. DeRidder in 1951 summarized studies by Eells and others ("Comparative Scholastic Achievement of Native and Transfer Students") which clearly indicated that junior college transfer students demonstrate marked superiority over comparable native students of the four-year institutions.

It may be surprising to some to learn that the junior college is not junior in student age. Medskar found that one half of the students are between 16-22 years of age, one fifth are 23-25, and one sixth are 30 or over; 23 per cent are married. From this Medskar generalizes that the student population has a fair share of "maturity, experience, definiteness of purpose, motivation..."

Faculty attitudes as revealed by Medskar's questions indicate a lack of enthusiasm for junior college teaching, a lack of faith in the administration, a strong desire to be free from high school control, and yet, strangely enough, a "togetherness" with the administration on certain basic policies. One half of the faculty preferred to teach in a four-year college and to send their sons to a state college or university. Only 31 per cent believed that they were more likely to receive recognition for good teaching in the junior college than in the four-year institution, and 62 per cent definitely agreed that the teacher had less opportunity in the

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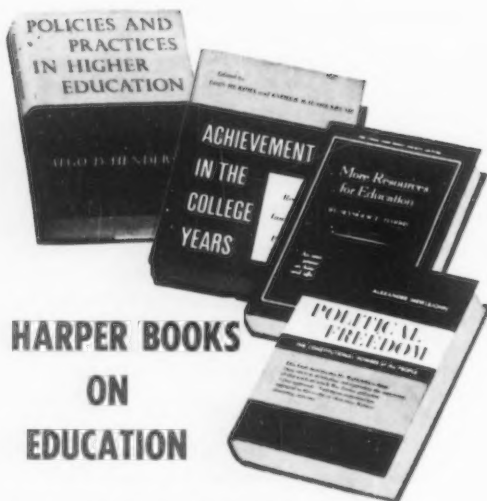
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junior college to advance intellectually. In spite of this, only 37 per cent wanted to see the junior college turned into a four-year college, and 64 per cent opposed professorial ranking for the junior college.

Medskar allows himself one chapter in which to discuss the probable future of the junior college. He predicts an even greater comprehensiveness for it, since teaching expenses are lower in the junior college than in the four-year college and it is financially advantageous for society to place more of its post-high school population here. This presents a paradox. Society cannot eat its cake and not share it with the teacher. It cannot expect junior college teachers, weighted down with a 20-hour teaching load, counseling, community service, high school regulations, etc., to continue to perform a professional job of teaching transfer, terminal, vocational, remedial, gifted students (and whomever else the public decides to place here) for lower salaries than their colleagues in a four-year institution receive for teaching selected transfer students in a nine-hour week plus research. And research cannot be neglected in the junior college, Medskar reminds the reader, for without it the present effectiveness of the junior college may be lowered. The future may produce greater comprehensiveness, but not comprehensiveness and economy.

Medskar argues that comprehensiveness in the junior college is preferable to division since high school graduates do not divide themselves into two discrete groups—terminal and transfer. However, if the public demand for higher education increases, will not the continual adulteration of standard college courses to meet the needs of students at various levels of aptitude and intelligence demand discrete grouping?

Medskar's reporting of his findings is objective, lucid, illuminating, and thorough. In his interpretations he sits firmly astride the fence of objectivity. He rarely tumbles off, but when he does, we find him tiptoeing in the pasture of the counselors and administrators. This book is a sincere attempt to aid the junior college in assessing its role now and in the future; if one can question anything in the investigation it would be the possible ambiguity of

some of the items in the questionnaire, or how much thought and attention Medskar's respondents gave to his questions. This book should be on the reading list of all junior college personnel and all those who are interested in the growth and development of this prodigious offspring of the higher education family.

ROY F. HUDSON
Literature and Language Arts
Modesto Junior College

THE ONGOING STATE UNIVERSITY, by James Morrill. Minneapolis: University of Minnesota Press, 1960. 143 pp. \$3.50.

President Morrill would be good medicine for many state legislators, a tonic for the general reader, and a comfort to all fellow university executives. All of us in state universities will already have known the problems he outlines, and he gives no solutions that most academic people will not have come to sooner or later: don't dismember the big university in establishing the community college; quality survives quantity; encourage religion but keep it off the payroll; cut the commerce in athletics; protect freedom on the campus for a free nation; convince alumni and public of the university's democratic worth. It is well to have these things put in order by a man of experience.

President Morrill has seen something of legislative and public indifference. He knows that, in spite of tremendous increases, state legislatures were budgeting 10 per cent for the universities in 1915 and less than 5 per cent by 1950, that the annual bill for all U. S. colleges and universities (\$2-billion-plus in 1950) is less than one per cent of the gross national product and income, that we spend more for tobacco, more for liquor, more for amusement (and he might have added that the laborer earns 100 per cent more and the professor 5 per cent less than in 1940—according to my T.V.).

President Morrill sees the economic and spiritual value of the state university to the nation, and his book aims to bring the public to believe in the state university, enough to support it, not grudgingly but as an absolute, and perhaps almost desperate, necessity—to stimulate something of the pioneering

belief that created the state university in the first place, with federal grants of land and money and with convictions firm enough to be carved in our stone facades. The state maintains its university for the good of the nation, and the state-public should see and believe what it is doing.

President Morrill's pages on "the land-grant idea," and the absorption of British and German traditions into an elevated "education for use," are among his best; and his belief that federal aid will, and should, fill the vacuum left by exhausted legislatures—with demonstrably little dictating—is his boldest stand, one he takes with characteristic caution. It is this caution that probably made Mr. Morrill a good university president, that takes the edge from his oblique message (the book presents itself as a summary of presidential speeches, a description rather than a prescription), and makes him an interesting representative of the type: a good president but not a great one, a wise executor but no saint.

His pages on academic freedom and responsibility fail the acid Jeffersonian test. It is the rare president and the rare man who can believe strongly enough in democracy to say with Jefferson that we must tolerate the hostile idea to prove our freedom and to exhibit our belief that the right idea will drive out the wrong. "All ideas should be free, except . . ." the earnest implication runs—and free thought goes out the window. Mr. Morrill believes, with the Association of American Universities (i.e., the presidents' club), that Communist membership is *ipso facto* proof of academic unfitness.

Mr. Morrill knows that "no American professor has been indicted, tried, and found guilty, under due process, of treason or espionage." He knows that the clamor is past and the need nonexistent. Nevertheless, he wants the academic profession "to work out [a] procedure for policing its own members" (p. 57). He wants, he says, some test for scholarly integrity, but it comes down to a simple political test. The years of exacting apprenticeship in our respective disciplines, the rigorous inspection by seniors and colleagues in the processes of appointment and promotion apparently say nothing for a man's competence and character,

nor of the profession's pains to insure the quality of its members. Discover a Communist card (or suspect one) and the man is incompetent. Yet a reading of the only evidence available—that concerning *former* Communists, or *suspected* Communists, and a pitiful and insignificant few they are—shows that people have in fact joined the Communist party for a variety of odd and idealistic reasons, that they have actually carried cards without believing in violent revolution, that they have kept their evil ideas about property for a man's competence and character,

and social determinism out of their mathematics and zoology and bacteriology classes, and off the campus, and out of their books, and apparently pretty much out of everyplace but their own wayward heads. But they will taint the community of scholars, President Morrill argues—though they may have served it without contamination for twenty years—and college presidents have pretty consistently sacked them, since the profession has yet to devise a proper purge.

President Morrill's book is, as I say, palatable medicine for most of our ills.

If it really lacks the final belief in a free society in which the university is supported to insure freedom, so that right and truth may prevail, so that a man may be judged on his acts, not on what he is suspected to have thought—all things, of course, to which President Morrill subscribes—if it lacks this ultimate faith, it only testifies to the fact that, after all, few books and few university presidents are great.

SHERIDAN BAKER

*Assistant Professor of English
University of Michigan*

. . . to face the life of mankind as a whole

It is not easy for our youth, growing up in the midst of an economy of abundance, in an essentially successful society, to recognize the need for struggle, hardship, and privation in striving for a better future. The Russian or Asian youth grow up amidst poverty and squalor, and for them, the dream of a better future for their own people and for the world has a direct, irresistible appeal. They are taught that the key to this better future lies in science; and the faith in this future, and the exultation of contributing to its realization, have more to do with the enthusiasm of Russian youth for science (and with the recent precipitous growth of science and technology in Russia) than the carrot of material compensation or the stick of government dictation. If we want to instill a similar devotion to science in our own youth, we, too, have to offer them more than the inducement of higher salaries, or appeals to the necessities of military defense. We have to make our youth aware of the state of the whole world and the wants of mankind as a whole—of the precariousness of our exclusive national prosperity and security in the midst of a largely miserable and restless world; and arouse in our youth enthusiasm for science as a force which can help us to emerge from this dangerous predicament. This is what "education for life" and "education for citizenship" must mean in our age—education to face the life of mankind as a whole, and to accept the responsibilities of a citizen of the world.

From "Science and Humanities in Education," by Eugene Rabinowitch, Bulletin, Summer, 1958, pp. 452-53.

Organizational

NOTES

Activities of Staff, Officers, and Association Representatives

On a recent trip to Louisiana, Mr. Fidler addressed meetings of the Louisiana State University Chapter on May 10, the Southern University Chapter on May 11, the Southwest Louisiana Institute Chapter on May 12, the Tulane University Chapter on May 13, and the Dillard University Chapter on May 14. On July 13, he spoke to delegates attending the annual meeting of the American College Public Relations Association on the subject "Faculty Responsibility in Institutional Public Relations." The meeting was held in Washington, D. C. Mr. Davis presented a charter to the Montgomery Junior College Chapter on June 6, on the occasion of the Chapter's tenth anniversary. Miss Heim was the speaker at a dinner meeting of the State University of New York College of Education Chapter at Buffalo on May 19. Professor John R. Coash (Geology), Bowling Green State University, was the Association's representative at Bowling Green State University's Fiftieth Anniversary Celebration.

New Chapters

Since the publication of the Summer issue of the *Bulletin*, Association chapters have been established at the following institutions: Carleton College, Glendale College, Long Beach City College, Maryland State Teachers College (Frostburg), and the College of St. Joseph on the Rio Grande. The present number of Association chapters is 622.

University of Florida Chapter's Membership Campaign

One of the most successful chapter membership campaigns during the academic year 1959-60 was conducted by the University of Florida Chapter, under the presidency of Professor Fred Hartmann (Political Science). Announcements, which gave information about the next Chapter meeting and the most recent meeting, were prepared by Publicity Chairman Dr. John Martin (Journalism) and were distributed to newspapers and other media, as well as to all faculty members; to these announcements was attached an application form for Association membership. Under the chairmanship of Professor Seymour S. Block (Chemical Engineering), Vice-President of the Chapter, the Membership Committee attempted personally to reach all nonmembers on the faculty, and the result of these thorough efforts was the addition of 16 new members in the first quarter of the academic year, 26 in the second, and 6 in the third. One last solicitation towards the close of the academic year has brought the Chapter some additional members, to be reported in a new membership list to be distributed in September. During the course of the year a good many former members resinated their memberships in the Association.

In spite of its persistence, the Chapter's membership efforts could not have been so successful if the Chapter had not conducted a program which appealed to all the varying

segments of the University faculty. The Chapter's first project in the fall was to distribute to new faculty members an orientation booklet, which was accompanied by literature provided by the local Chamber of Commerce—maps, and city government and trade directories—and also a student orientation booklet containing information about the University as a whole. The orientation booklets were delivered personally by members of the Membership Committee whenever this was feasible. Chapter meetings were devoted to discussions of first importance to the University, usually led by selected faculty members and administrative officers who had been asked to prepare their remarks in advance. One meeting was devoted to discussing ways of improving the University's retirement system, and another to "Teaching Loads and Promotion Policies at Florida." At other meetings, discussions centered upon sabbatical leave policies, political rights of the faculty, salaries, and fringe benefits. The major Chapter program, however, was conducted by the Legislative Activities Committee, which collected data and presented literature with a view to acquainting legislators and the people of Florida with the problems confronting the University. To help support its program, the Chapter has established a Special Projects Fund, the purpose of which has been to obtain resources with which legal services could be provided and the essential work in improving University salary and fringe benefit structures could be accomplished. All faculty members were invited to contribute to the Special Projects Fund.

The success of the Chapter, recognized in editorials in both the University newspaper and the Gainesville *Sun*, is attested not only by its membership growth, but also by the changes which have been taking place at the University. University President J. Wayne Reitz has announced that he is in general agreement with a Chapter resolution on political rights for the faculty, and that a system of sabbatical leaves is under preparation. Much will depend, of course, as one Chapter member expressed it, on whether or not "the next legislature will be able to take the necessary, bold steps . . . required to meet the needs for higher education of high-quality in the fastest growing large state in the country." To this end much of the Chapter's work has been dedicated.

1960-61 Membership Campaign

The cooperation of all chapters will be necessary if the 1960-61 membership campaign is to have the success which is hoped for it. During this campaign members of the Washington Office staff will visit as many chapters and conferences as they can fit into their itineraries, and Council and committee members may be available for occasional speaking engagements. Briefly, it is hoped that all chapters will make early plans to reach all non-Association members on their faculties by means of representatively staffed membership committees, and that they will initiate or continue chapter programs which will help to meet some of the needs of their institutions.

Educational Developments



A. Economic Status¹

Wake Forest Fund-Raising Campaign Successful

Wake Forest College has begun the construction of a life sciences building made possible by a fund-raising campaign in the College's immediate area. The campaign brought in \$1,325,000, surpassing the goal by \$100,000. In addition, the Z. Smith Reynolds Foundation has also granted Wake Forest \$750,000 for the construction of a women's dormitory. The Mary Reynolds Babcock Foundation recently gave the College \$86,000 to be used for scholarships and for a visiting professor of law, and \$12,000 to set up a modern language laboratory. A drive will soon begin to raise \$800,000 for a new humanities and social sciences building.

Development Funds

Wellesley College has raised more than one-third of its goal of \$15,000,000 in its current development fund campaign. The gifts and pledges received by June 1, 1960 amounted to \$5,472,286. ¶ Marietta College exceeded its goal of \$1,300,000 for its 125th anniversary fund. The total subscribed was more than \$1,500,000. ¶ The goal of the 1959 phase of a ten-year development program at Centenary College (Louisiana) was \$1,500,000. A total of \$1,552,787 was raised. ¶ Converse College has exceeded the goal of the second phase of its \$8,000,000 development program. The first phase had previously been oversubscribed. To date, more than \$2,250,000 has been subscribed. ¶ Coucher College, in March, had raised \$3,669,000 toward a 75th anniversary goal of \$5,075,000. ¶ Washington and Lee has raised \$1,940,000 in the first phase of its \$6,000,000 program. ¶ Wheaton College (Massachusetts) announces gifts of \$435,000, \$200,000, and \$50,000 toward its \$4,000,000 expansion program. ¶ Drake University has been given \$250,000 by ten Des Moines banks toward its \$5,000,000 program. ¶ Drew University has undertaken a \$25,000,000 development program. Included in the program are plans for six new buildings: a science building, a classroom building for the theological seminary, an infirmary, a fine arts center, and two dormitories. ¶ Yale has opened a drive for \$47,000,000 in new capital funds and an increase of \$1,000,000 a year in gifts to the Alumni Fund. The Alumni Fund collected \$2,313,131 last year. Of the sums to be raised, \$10,500,000 will go for faculty needs, \$4,000,000 for student assistance, and \$10,000,000 to build two laboratories and a science library. ¶ A "second cen-

tury campaign" for \$66,000,000 has been announced by the Massachusetts Institute of Technology. ¶ In 1959, Gettysburg College raised \$725,500 toward a five-year goal of \$5,000,000. ¶ Maryville College (Tennessee) has announced a \$6,000,000 Sesquicentennial Development Program to be completed by 1969. ¶ Gifts and pledges to Queens College (North Carolina) totaled \$850,000. This successfully completed a \$2,000,000 Centennial Fund Campaign.

Gifts and Bequests to Fifty Selected Institutions

A continuing study of gifts and bequests, since 1920, to 50 selected colleges and universities has been made by the John Price Jones Company, Inc., of New York City. The total of gifts and bequests to these institutions during the year 1958-59 was \$254,738,000, a gain of 2.4 per cent over the previous year. The list contains 27 of the larger and 15 of the smaller colleges and universities (including 8 tax supported, but only gifts and bequests from private sources were counted), and 8 privately supported women's colleges. Since the study began 40 years ago, these 50 institutions have received a total of \$3,208,836,000. More than half of this has been in the last 10 years. Of the larger universities, Harvard, Stanford, Columbia, Princeton, Yale, Chicago, Cornell, and Pennsylvania each received more than \$10,000,000 in 1958-59. The leaders among the smaller institutions were Lafayette, Bucknell, and Carleton. The leaders among the women's colleges were Vassar, Smith, and Wellesley. Of the total \$254,738,000 for last year, gifts from individuals made up 40.6 per cent; foundation grants accounted for 24.8 per cent; corporate philanthropy, 11.6 per cent; and bequests, 23 per cent.

Gifts for Scholarship Funds

A \$100,000 scholarship fund has been established at Rutgers University through a bequest of Dr. Robert A. Cooke of Eatontown, New Jersey. Provisions in the will eventually will increase the fund to \$500,000. ¶ Bridgeport University has announced the receipt of \$79,800 from Charles A. Dana for full tuition assistance to 36 students. ¶ Trustees of Mills College of Education (New York) have established the President's Scholarship Fund in honor of Miss Amy Hostler, the College's first president. ¶ Princeton University has announced that more than 90 per cent of the first-year graduate students who enroll this fall will receive financial assistance either from the University or from foundations. ¶ William A. Whitaker, retired New York securities executive, who was graduated from the University of North Carolina in 1904, bequeathed \$1,750,000 to the University. The money will be used for scholarships, library, and art.

¹ Compiled by Harold N. Lee (Newcomb College, Tulane University), the Economic Developments Reporter of the *Bulletin*.

The philanthropic foundations in the United States have total assets of more than eleven billion dollars according to *The Foundation Directory*, Edition 1, published by the Russell Sage Foundation and edited by F. E. Andrews and A. D. Walton. The annual distribution of funds from these foundations is at the rate of about \$625,000,000 a year. Education receives the largest single slice of the distribution, about 45 per cent of all grants. ¶The A. W. Mellon Educational and Charitable Trust reports that it made grants totaling \$9,066,996 last year. ¶The United States Steel Foundation announces grants for the year 1960-61 of \$2,677,000. These grants are awarded to 710 liberal arts colleges, universities, and institutes, and to 27 organizations devoted to elevating educational quality in America. ¶In July, the Ford Foundation announced long-term grants totaling \$15,100,000 to three universities to help establish non-Western and related international studies as part of their permanent academic programs. Harvard receives \$5,600,000; Columbia, \$5,500,000; the University of California, \$4,000,000. The Ford Foundation has also granted Michigan State University \$1,000,000 to expand its studies on Latin America, South Asia, and West Africa. In furtherance of the Foundation's project for the advancement of engineering education, Stanford University has been granted \$3,400,000; Princeton University, \$2,500,000; Brooklyn Polytechnic Institute, \$700,000. These grants bring to \$26,150,000 the total of grants since the Foundation began the project a year ago. ¶The Rockefeller Foundation has announced that its grants for the first quarter of the year totaled almost \$4,500,000. ¶The Alfred P. Sloan Foundation, in May, 1960, granted \$5,000,000 to the Massachusetts Institute of Technology for basic research in the physical sciences. The terms of the grant specified that it should be used for "people, as distinguished from projects."

Stevens Institute Receives Large Gift

A gift of 6000 shares of stock valued at \$1,250,000 has been made to Stevens Institute of Technology by Mr. and Mrs. Eugene McDermott of Dallas, Texas. Mr. McDermott was graduated from Stevens in 1919 and is now the chairman of the executive committee of Texas Instruments, Inc. The donation was in the common stock of Texas Instruments, Inc., and will be used in the construction of the thirteen-story Stevens Center, scheduled for completion in September, 1961.

Seminary Program Extended

Two foundations together have granted \$550,000 to Union Theological Seminary (Virginia) to extend its study of the interrelations of psychiatry and religion. The Commonwealth Fund has donated \$350,000 and the Old Dominion Foundation \$200,000. The program was initiated in 1956 by a donation from the Old Dominion Foundation and it "aims to equip all prospective ministers in the seminary's student body with a basic understanding of contributions from psychiatry to the interpretation of human nature."

Fiftieth Year Anniversary Gifts

The class of 1910 presented \$200,589 to Vassar College as its 50th anniversary gift. This is believed to be the largest class gift in the history of the College. The total Alumnae Fund for 1959-60 was \$804,613, of which \$615,201 was for unrestricted use. ¶Smith College's class of 1910 presented \$152,000 to the College as its anniversary gift. This also was believed to be the largest class gift ever given to Smith. Other recent donations to Smith College include \$350,000 from Mrs. James Mandly Hills of Brooklyn for a new wing to the library; \$100,000 from Mr. and Mrs. Frederick M. Warburg of New York; and \$50,000 from Mr. and Mrs. B. Keith Kane of New York.

Big Research Program Started

The Advanced Research Projects Agency of the Department of Defense has awarded \$4,400,000 to the University of Pennsylvania for research in materials science. The study will be concerned with experimental and theoretical solid state physics, structural chemistry, inorganic chemistry, ceramics, and metallurgy. Other grants awarded by ARPA are: Cornell University, \$6,100,000; and Northwestern University, \$3,400,000.

Matching Plans for Employee Donations

According to the Council for Financial Aid to Education, more than 100 business and industrial firms in the country now have programs by which they match employee contributions to educational institutions. The latest firm to set up such a plan is the Ford Motor Company. The Company will donate up to \$12,000 a year in matching funds under its Educational AID (Assistance and Incentive Donation) Program. The Program allows for matching gifts up to \$5000 to colleges and universities and \$5000 to secondary schools. In addition, it will give an extra dollar for each employee dollar up to \$1000 if the donation goes to private institutions. The original matching gift program was set up by General Electric in 1955.

Columbia Gets Gifts for Business School

Columbia University has announced receipt of a gift of \$1,000,000 from Percy and Harold Uris to be used toward the construction of the new building for its Graduate School of Business. The donors are the Chairman of the Board and the President of Uris Buildings Corporation, respectively. Percy Uris attended Columbia College and was graduated from the Columbia School of Business in 1920. Another donation toward the building, which will cost about \$6,000,000, has been made by the Campbell Soup Fund, of Camden, New Jersey. This Fund has contributed \$100,000.

Potpourri

Trinity College (Connecticut) has received an anonymous gift of \$500,000 contingent on raising an additional \$1,000,000 to complete a fine arts center. . . . Brandeis University has been given \$500,000 by Mrs. Milton Kutz of Wilmington, Delaware, to be used for a new commons

building. . . . Mr. and Mrs. Harold D. Uris of New York have donated \$100,000 to Cornell University toward the completion of the John M. Olin Library. . . . St. Lawrence University has received a second gift of \$500,000 from the Noble Foundation. The first was received in 1956. . . . Pomona College received \$1,796,000 in gifts during the first seven months of the current fiscal year. . . . The University of Rochester received \$166,264 in its annual alumni fund campaign that ended June 30. . . . Colorado Woman's College has received a gift of \$150,000 from Mr. and Mrs. Barney Whatley of Denver, contingent upon the College's raising the rest of a needed \$675,000 for construction purposes. . . . More than \$1,000,000 has been raised toward the establishment of a Southern Baptist college in the Charleston, South Carolina, area. . . . Hood College is to receive an estimated \$150,000 from the wills of Mrs. James H. Cassell and Mrs. William H. Vanderford. . . . The annual tuition fee at Haverford College has been raised \$125 to help pay for an 8 per cent rise in faculty salaries. The total tuition is now \$1125 a year. . . . A gift of \$228,000 has been made to New Hampshire University by Charles E. Stillings of Stamford, Connecticut. This is the largest single gift in the history of the University. . . . The University of Alabama has received a gift of stock, the estimated value of which is \$500,000, from Mr. and Mrs. Frank Spain of Birmingham. . . . The Edgar Stern Family Fund has made a gift of \$200,000 to Tulane University toward the expansion of the library facilities. Mr. Stern, who died in August, 1959, was a member of the Board of the University. . . . Arkansas College has received gifts of \$100,000 for its Progress Fund, and will receive \$200,000 from the Presbyterians of Arkansas as a result of a campaign for church causes. . . . The largest single gift in the history of Keuka College, a bequest of \$600,000, has been received from the estate of the late William H. Millsbaugh of Sandusky, Ohio, an alumnus of the College. . . . Northwestern University has broken ground on a \$1,000,000 student health center made possible in part by a gift of \$800,000 by John G. Searle of Winnetka. . . . An anonymous gift of \$500,000 has established a special fund for education in international affairs at Princeton University in honor of President Eisenhower. It will be called the Dwight D. Eisenhower Fund. . . . St. Louis University has received real property valued at \$200,000 from the Falstaff Foundation of the Falstaff Brewing Company. . . . Bucknell University has received \$200,000 for buildings and \$200,000 for endowment, both from the Charles S. Dana Foundation.

B. Other Developments

New Higher Education Handbooks

The 1960 editions of the American Council on Education's *American Universities and Colleges* and *American Junior Colleges* were published in April.

American Universities and Colleges contains full descriptive exhibits of 1058 institutions of higher education, eighty-nine newly accredited. The exhibit for each institution includes information about control; requirements for admission and degrees; tuition and other fees; departments

and staff classified by subject field; enrollment; library (including special collections of value to research workers); publications; housing; student aid; finances; and administrative officers.

A completely revised and expanded section on "Professional Education" gives information about twenty-four fields and the institutions offering programs. Appearing for the first time are accredited curricula in teacher education and journalism.

Seven chapters on "Education in the United States" provide a wealth of information on administration and support of higher education, students and student services, higher education programs, accreditation, activities of the Federal Government (including the major provisions of the National Defense Education Act), and the foreign student.

American Junior Colleges includes nearly 600 institutions recognized by regional or state agencies. Full descriptive exhibits of junior colleges in the fifty states, Canal Zone, Guam, and Puerto Rico are presented. Each institutional exhibit gives information on enrollment, curricula, admission and graduation requirements, fees, student aid, staff, library, publications, and finances. Valuable easy-reference tables give the curricula offered in sixteen liberal arts and preprofessional fields and thirty-one terminal or semi-professional fields. There are four entirely new chapters on the history and present status of junior colleges.

American Universities and Colleges may be purchased for \$13.00 and *American Junior Colleges* for \$9.00 from the American Council on Education, 1785 Massachusetts Avenue, N. W., Washington 6, D. C.

Fund-Raising Film for Colleges

A new fund-raising tool, a 17-minute, 16 mm. animated sound motion picture film, in color, "Education is Everybody's Business," has been prepared as a public service by the Council for Financial Aid to Education as part of its program to help stimulate widespread citizen support of America's colleges and universities. The film was underwritten by a grant from the Mutual Benefit Life Insurance Company of Newark, New Jersey, and produced by John Sutherland Productions, Inc., of Los Angeles.

Showing the dramatic changes since the turn of the century in America's economic and social life, it emphasizes the important role of higher education in providing the essential training, research, and specialized services. The critical national and educational requirements of the next decade are projected and various measures for obtaining public and private support are suggested.

Television Instruction in the Midwest

Eighteen areas in Illinois, Indiana, Kentucky, Michigan, Ohio, and Wisconsin have been designated as a communications network for the new Midwest Program on Airborne Television Instruction. MPATI, as it is called, plans to beam instructional telecasts from an aircraft to schools in the six states starting in February, 1961. The \$7 million project is supported by the Ford Foundation and contributions of private industry.

In a brochure released in April, MPATI indicated it will administer the program through eighteen Area Committees blanketing the multi-state telecast region. Staffed by an Area Coordinator, the Area Committees will consist of school and university administrators, educational television representatives, and lay leaders in civic, professional and other groups in the area. Each Committee will provide liaison between MPATI and surrounding schools and colleges interested in participating in the airborne program. The Area Committees will be based at midwestern colleges and universities that traditionally have served their respective geographic areas as resources to the schools, teachers, and administrators of educational systems in the area. Two members of each Area Committee also will serve on a Regional Advisory Council to help coordinate the entire six-state program. Workshops for classroom teachers and school administrators interested in the program have been scheduled during the summer of 1960 at each of the eighteen Resources Institutions plus DePaul University in Chicago. The program's schedule of operations calls for "demonstration" telecasts from the aircraft to start in February, 1961, and continue until June of that year. A full academic year of televised instruction will commence the following September and continue until June, 1962.

The brochure lists a tentative schedule of the courses that will be beamed to the schools within the 150 to 200-mile radius of the airborne transmitters. Ranging from elementary level through college, they include such topics as foreign languages, science, arithmetic, music, social studies, art, the humanities, and international relations.

The brochure contains a section of special information for the schools, advising them on how they can participate in the program, on what kinds of receiving equipment they will need, and how much the equipment will cost. The expense of the school's antenna installation increases with the distance of the school from the airborne transmitters. A map and charts are designed to help schools estimate their expense. For example, using a "system installation," it will cost an estimated \$500 per room to equip five classrooms of a school within 50 to 100 miles of the airborne transmitters.

A "Roster of Participants in Planning and Development" in the brochure lists some 240 persons, including, as a special advisory committee, the state superintendents of public instruction in each of the six states. A total of 40,000 copies of the brochure have been printed and distributed to educational personnel and news media throughout the six-state region and the country at large.

Commission on the Education of Women Issues Statement

The Commission on the Education of Women of the American Council on Education has issued a statement entitled, "The Span of a Woman's Life and Learning." The statement summarizes a number of the leading ideas which the Commission has developed during studies and deliberations covering several years. Copies are available, without charge, from the Commission on the Education of Women, 1785 Massachusetts Avenue, N.W., Washington 6, D. C.

International Conference on Cataloging Practices

The Council on Library Resources, Inc., has announced a grant of \$95,420 to the International Federation of Library Associations (IFLA) toward meeting costs of an international conference on cataloging practices, to be held at Unesco House, in Paris, during the spring or autumn of 1961.

Conference deliberations will be specifically aimed at securing agreement on basic principles for the entry of printed works in alphabetical catalogs arranged by authors and titles. Such an agreement would be a powerful factor in deciding the form of new catalogs and bibliographies intended for international use, and would be the basis for future revisions of existing catalogs and cataloging rules. It would also provide authoritative guidance for the establishment of bibliographical services in nations where they are not yet developed.

Representatives of a number of international organizations and of fifty national library groups are expected to attend the ten-day meeting. Spokesmen for a number of national libraries and special bibliographic agencies are also expected to be present, as well as individual experts and observers.

Grants for Research Relating to Social Issues

The Society for the Psychological Study of Social Issues (SPSSI) announces a program of Grants-in-Aid for research relating to social issues. Twenty-two hundred dollars (\$2200) have been allocated to aid research bearing upon any of the following areas of social issues: (1) *Desegregation*: Techniques of producing change in practices and attitudes; the use of non-violence; activating the oppressed. (2) *Juvenile Delinquency*: Methods of identifying and treating delinquency-prone individuals and situations; middle-class delinquency. (3) *International Tensions*: Methods of conflict resolution; reduction of suspicion; "deterrence"; national images; the "revolution of expectations." (4) *Education*: The use and misuse of tests; "meritocracy"; enlisting citizen support for costs of education; academic freedom. The topics listed next to each of the above issues are meant to be suggestive of the wide range of research topics that may be eligible for Grants-in-Aid.

Applications for Grants-in-Aid up to \$2200 to cover all or some portion of the expenses involved in conducting a research study that is relevant to one of the above social issues are solicited. The number of grants that can be given under this program is limited by the financial requirements of the project(s) judged to have the highest priority and merit. An application should state, briefly: (1) the purpose of the research; (2) the relevance of the research to a social issue; (3) the design and methodology of the research; (4) the amount of money which is being requested; and (5) how the money will be spent.

Applications for a Grant-in-Aid must be submitted by January 1, 1961, to be considered. Announcement of the recipient(s) of the Grant(s) will be made by February 15, 1961. Applications should be sent to: Dr. Morton Deutsch, Bell Telephone Laboratories, Inc., Murray Hill, New Jersey.

Guidance Institutes for 1960-61 Announced

Lawrence G. Derthick, U. S. Commissioner of Education, has announced that twenty-two colleges and universities will conduct National Defense Counseling and Guidance Training Institutes during the academic year 1960-61. The program, under Title V-Part B of the National Defense Education Act, will provide counseling and guidance training for about 800 secondary school teachers. The program also seeks to improve qualifications of present counselors.

Six of the twenty-two institutes will be conducted during the full academic year; four will enroll students for both semesters. Two will enroll one set of students during the first semester and another set during the second. The remaining sixteen institutes will be conducted for less than a full academic year, generally for one semester only.

Enrollees from public secondary schools who attend the institutes will receive stipends of \$75 a week plus \$15 a week for each dependent. Enrollees from private schools attend the institutes without charge, but receive no stipends. Federal funds for the regular-session institutes for 1960-61 will total \$2,390,000.

Services to College Business Officers

The Executive Committee of the American Council on Education has approved a working agreement whereby special services will be provided to the National Federation of College and University Business Officers Association. President of the Council, Arthur S. Adams, has designated Fred S. Vorsanger, the Council's business manager, to carry out the provisions of the agreement. His chief duties will be: (1) To edit and distribute a new periodical, entitled "Washington Report," designed to improve the information available to college and university business officers. (2) To act as a source of information to whom a business officer of any institution may turn for help in clarifying or discussing problems connected with the business function of his institution. (3) To arrange meeting places, preferably using Council facilities, for conferences of business officers, and make the detailed plans for such meetings. (4) To attend board and committee meetings of the National Federation in order that he may be fully conversant with the Federation's affairs.

Revised Academic Costume Code and Ceremony Guide

The Eighth Edition (1960) of *American Universities and Colleges*, a basic reference work on American higher education published by the American Council on Education, includes "An Academic Costume Code and an Academic Ceremony Guide." Several significant revisions in academic costumes are contained in this revision of a previous Council document. For example, a new design for the master's gown with a full-length sleeve is recommended. The use of various colors for academic purposes is also clarified, with approval of several additional colors. The "Academic

Ceremony Guide," which is almost entirely new, reflects the best practices in American institutions.

The document was prepared by the Council's Committee on Academic Costumes and Ceremonies, appointed in 1959. The Committee has been given permanent status by the Executive Committee of the Council.

State Boards Responsible for Higher Education

In the new publication, *State Boards Responsible for Higher Education*, the U. S. Office of Education reports that coordinated administration of all public colleges and universities within a State by a single Statewide board is increasing. In contrast, there is a tendency away from direct control of public colleges and universities by a State board of education primarily responsible for public elementary and secondary schools. This is evidenced, the report says, in recent developments in California, Massachusetts, and Oregon.

The study indicates that organization for administration of higher education in a State having nine or more public colleges can be effected in a gradual and orderly fashion and without loss of local strength by the establishment of a Statewide board to coordinate separate governing boards for each institutional unit. An institutional unit is defined in the study as a college, university, or a branch, campus or center of a college or university considered to have sufficient identity for classification as a separate institution. An example would be the University of California, which maintains separate branches at Davis and Los Angeles, as well as its original campus at Berkeley.

The Statewide coordinating board, says the report, should have major duties and powers for programming and making long-range plans for public colleges and universities, and should provide budget coordination for them. However, it should not have the power to interfere with those management functions which properly belong to institutional governing boards. It is necessary for the coordinating board to recognize that its chief executive officer and his staff are responsible for coordination, planning, and programming of all institutional units in the Statewide system. However, provision should be made for participation of the institutions in these processes.

The report analyzes the activity of 209 State boards concerned with higher education in the fifty States and in the outlying possessions of the United States. These boards are responsible for 748 institutional units.

The report is the work of Dr. Ernest V. Hollis, Director, College and University Administration Branch, and Dr. S. V. Martorana, Chief, State and Regional Organization, U. S. Office of Education.

Copies of *State Boards Responsible for Higher Education* may be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., at \$1.50.

Constitution of the Association¹

Article I—Purpose

The name of this Association shall be the American Association of University Professors. Its purpose shall be to facilitate a more effective cooperation among teachers and research scholars in universities and colleges, and in professional schools of similar grade, for the promotion of the interests of higher education and research, and in general to increase the usefulness and advance the standards, ideals, and welfare of the profession.

Article II—Membership

1. There shall be four classes of members:

a. Active Members. Any person who holds a position of teaching or research in a university or college in the United States or Canada, or in the discretion of the Council in an American-controlled institution situated abroad, or in a professional school of similar grade, may be admitted to Active membership in the Association.

b. Junior Members. Any person who is, or within the past five years has been, a graduate student may be admitted to Junior membership. Junior members shall be transferred to Active membership as soon as they become eligible.

c. Associate Members. Any member who ceases to be eligible for Active or Junior membership because his work has become primarily administrative shall be transferred to Associate membership.

d. Emeritus Members. Any Active or Associate member retiring for age may be transferred at his request to Emeritus membership.

2. The admission of members shall require two steps:

a. Application. Applications for Active and Junior membership shall be made to the General Secretary of the Association.

b. Acceptance and Notification. When an applicant's eligibility has been determined, it shall be the duty of the General Secretary to inform him promptly that he has been accepted to membership, and to include his name in the quarterly list of new members sent to Chapter officers. A person's membership may be protested, on grounds of eligibility, by an Active member of the Association. If a majority of the members of the Committee on Membership and Dues vote to sustain the protest, the person in question will be informed that his membership has ceased to be effective.

3. A member may resign by notifying the General Sec-

retary, and may be expelled for cause by a two-thirds vote of the Council after opportunity for a hearing. Membership shall be forfeited by nonpayment of dues under conditions to be established by the Council.

Article III—Officers

1. The officers of the Association shall be a President, a First Vice-President, a Second Vice-President, a General Secretary, and a Treasurer.

2. The term of office of the President and the Vice-Presidents shall be two years, and shall expire at the close of the last session of the Annual Meeting following the election of their successors, or if a meeting of the Council is held after and in connection with the Annual Meeting, at the close of the last session of the Council, or thereafter on the election of successors.

3. The President and the Vice-Presidents shall have the duties usually associated with these offices. The President shall preside at meetings of the Association and the Council. He shall appoint all committees of the Association and shall be *ex officio* a member of all except the Nominating Committee.

4. The General Secretary shall carry on the work of the Association under the general direction of the President, preparing the business for meetings and keeping the records thereof. He shall conduct correspondence with all constituents of the Association. He shall collect the membership dues and any other sums due the Association and transfer them to the Treasurer. He shall have charge of the office of the Association and be responsible for its efficient and economical management. He may with the approval of the President delegate any of these duties to other members of a professional staff appointed by the Council.

5. The Treasurer shall receive all moneys and deposit them in the name of the Association. With the authorization of the Council, he shall invest any funds not needed for current disbursements. He shall pay all bills approved by the General Secretary. He shall make a report to the Association at the Annual Meeting and such other reports as the Council may direct. He may with the approval of the Council authorize an Assistant Treasurer to act for him. The financial records of the Association shall be audited annually by an external agency, and the report of the audit shall be published.

Article IV—The Council

1. The President, the Vice-Presidents, the General Secretary, and the Treasurer, together with the three latest living ex-Presidents, shall, with thirty elective members,

¹ Last amended at the Forty-fifth Annual Meeting of the Association, at Pittsburgh, Pennsylvania, April 24-25, 1959.

constitute the Council of the Association. Ten members of the Council shall be elected each year in the manner provided in this Constitution, to serve for three-year terms, according to the provision governing the terms of the officers.

2. The Council shall carry out the purposes of the Association and, subject to the authority of a meeting as defined in this Constitution, act for the Association. The Council shall (a) determine, for each class of members, the annual dues and regulations governing their payment; (b) manage the property and financial affairs of the Association, with power to accept gifts to the Association; (c) construe the provisions of this Constitution; (d) provide for the publications of the Association; (e) appoint and determine the salaries of the General Secretary, members of a professional staff, and Treasurer; (f) determine the time, place, and program of the Annual Meeting and convene special meetings of the Association at its discretion; (g) publish a record of its meetings to the membership; and (h) authorize the establishment of committees of the Association.

3. As a representative of both the Association and his district, each member of the Council shall promote the exchange of ideas between the Council and the membership. He may receive and transmit to the Council the proposals of members, chapters, and state and regional conferences within his district.

4. Meetings of the Council shall be held in connection with the Annual Meeting of the Association and at least at one other time each year, upon not less than two weeks' notice to the Council. Ten members elected from districts shall constitute a quorum. The Council may also transact business by letter ballot. A special meeting of the Council shall be called by the President on the written request of at least eight members of the Council.

5. The President may, with the advice and consent of the Council, appoint an Executive Committee of not fewer than six Council members, including the President and the First Vice-President *ex officio*. The Council may, between meetings, delegate to the Executive Committee such of its powers as it may find necessary. Meetings of the Committee may be called by the President.

Article V—Election of Officers and Council

1. Only Active members are eligible for election as officers or members of the Council. Nominations for the offices to be filled and for membership on the Council shall be made by a Nominating Committee of five or more members, not officers or other members of the Council, appointed by the President with the advice and consent of the Council. Before submitting to the Council for approval his appointments to the Nominating Committee, the President shall invite suggestions in writing from the members of the Council as to the membership of the Committee.

The Committee shall be chosen each year in time to seek and receive suggestions from the members of the Association with regard to persons to be nominated, and to meet and submit its report to the General Secretary, for publication to the members not later than October 1.

2. One member of the Council shall be elected each year from each of ten geographical districts formed with regard to the distribution of the Association's membership and to geographical contiguity. In preparation for an election, the Nominating Committee shall nominate two Active members of the Association from each district for the position on the Council to be filled from the district.

3. Nominations for members of the Council may also be made by petitions signed by at least fifty Active members of the Association resident within the district from which the Council member is to be chosen, provided that in determining the required number of signatures not more than ten shall be members at a single institution. Nominations for the Presidency and the Vice-Presidencies may also be made by petition signed by at least 150 Active members of the Association, provided that in determining the required number of signatures, not more than 15 of those signing a petition shall be members at a single institution and not more than 90 shall be members in a single district. No member shall sign more than one petition for the same office. Petitions presenting nominations shall be filed in the office of the General Secretary not later than November 15.

4. The General Secretary shall prepare ballots containing the names of all nominees to office and to Council membership, with relevant biographical data and a statement of the method of nomination. Ballots shall be mailed to all Active members of the Association in January and the polls shall be closed two months after the mailing. Where no nominee shall have received a majority of all votes cast for a given position, the Council shall by ballot elect one from among those nominees (not exceeding two in number unless there is a tie for second place) who received the most votes. The President, the Vice-Presidents, and the retiring elective members of the Council who have served full terms shall not be eligible for immediate reelection to their respective offices.

5. A vacancy occurring on the Council or in the Second Vice-Presidency shall be filled by the Council for the unexpired term.

Article VI—Meetings of the Association

1. The Association shall meet annually except when prevented by war or other national emergency. The General Secretary shall give notice to the membership of a meeting at least thirty days in advance. A quorum shall be a majority of the delegates registered for a meeting. A meeting of the Association shall have authority (a) to amend the Constitution in the manner herein provided; (b) to express its views on professional matters; (c) to act on rec-

ommendations presented to it by the Council; (d) to require the Council to report to the ensuing meeting on subjects within the province of the Association; (e) to propose action which, upon concurrence by the Council, shall become the action of the Association; and (f) in the event of disagreement between the Council and a meeting of the Association, to take final action as provided in the following section.

2. If the Council declines to concur in a proposal of a meeting of the Association, it shall report its reasons to the ensuing meeting. If that meeting concurs in the action of the previous meeting, the action shall become that of the Association. An action of the Association reached (a) by concurrence of the Council in an action of a meeting of the Association or (b) in two successive meetings shall not be changed except by the joint action of the Council and a meeting of the Association or by two successive meetings of the Association.

3. The Active members of the Association in each chapter may elect not more than one delegate from that chapter for each 25 Active members or fraction thereof at the institution, to each meeting of the Association. All members of the Association shall be entitled to the privileges of the floor, but only Active members may vote. On request of one-fifth of the delegates present, a proportional vote shall be taken. In a proportional vote, the accredited delegates from each chapter shall be entitled to a number of votes equal to the number of Active members at the institution, but any other Active member not at an institution thus represented shall be entitled to an individual vote. In case a chapter has more than one delegate, each delegate may cast an equal portion of the votes to which the chapter is entitled.

4. Except as provided in this Constitution or in rules adopted pursuant to it, the meetings of the Association shall be governed by Robert's *Rules of Order*.

Article VII—Chapters

1. Whenever the Active members in a given institution number seven or more, they may constitute a chapter of the Association. More than one chapter may be established in an institution when its parts are geographically separate. Each chapter shall elect, at least biennially, a President, a Secretary, and a Treasurer (or Secretary-Treasurer), and such other officers as the chapter may determine. It shall

be the duty of the Secretary of the chapter to report to the General Secretary of the Association the names of the officers of the chapter, and to conduct the correspondence of the chapter with the General Secretary.

2. All Active, Junior, and Emeritus members of the Association in the institution, but not other members of the faculty, shall be eligible for membership in the chapter. Junior and Emeritus members may vote in chapter meetings at the discretion of the chapter. Associate members may attend meetings by invitation of the chapter.

3. A chapter may establish local membership dues. It may meet with other chapters and with other local organizations. Its actions shall be in harmony with the principles and procedures of the Association.

Article VIII—State and Area Conferences

Upon approval by the Council, several chapters may organize a conference of the American Association of University Professors which shall be open to all chapters and unaffiliated members within the area or group. A conference may consider and act upon professional matters which are of concern to the member chapters, but its actions shall not bind the member chapters without their authorization and shall be in harmony with the principles and procedures of the Association.

Article IX—Amendments

This Constitution may be amended by a two-thirds vote of a meeting of the Association. An amendment may be initiated by the Council or proposed to it by not fewer than ten Active members. At its next meeting, the Council shall approve, amend, or disapprove a proposal submitted to it, and report its conclusions to the proponents. It shall report through the General Secretary to the membership, at least one month before a meeting of the Association, a proposal which it initiates or approves. Upon failure of agreement between the Council and the proponents of an amendment, the proponent may, with the concurrence of at least five chapters, secure submission of their proposal to the next meeting of the Association by communicating it to the General Secretary at least three months in advance. The General Secretary shall transmit all amendments thus proposed to each member at least one month before the meeting.

AAUP State and Regional Conferences

Alabama Conference

Rodney M. Baine (English), Alabama College, Montevallo, Alabama, *Pres.* Anne L. Eastman (History), Alabama College, Montevallo, Alabama, *Sec.-Treas.*

Arizona Conference

Paul Hubbard (Social Science), Arizona State University, Tempe, Arizona, *Chm.* Andrew W. Wilson (Business Administration), University of Arizona, Tucson, Arizona, *Sec.-Treas.*

Southern California Conference

Hubert Morehead (Speech), Long Beach State College, Long Beach, California, *Pres.* Charles G. Danforth (Science), Glendale College, Glendale, California, *Sec.*

Chicago City Area Council

Raymond H. Schmandt (History), Loyola University, Chicago, Illinois, *Chm.* David B. Erikson (History), Chicago City Junior College, Chicago, Illinois, *Sec.*

District of Columbia Conference

J. Kerby Neill (English), Catholic University, Washington, D. C., *Pres.* George Boehrer (History), Georgetown University, Washington, D. C., *Sec.*

Illinois Conference

John W. Lloyd (Social Science), Northern Illinois University, DeKalb, Illinois, *Pres.* Dalias A. Price (Geography), Eastern Illinois University, Charleston, Illinois, *Sec.-Treas.*

Indiana Conference

Paul Stewart (English), Butler University, Indianapolis, Indiana, *Pres.* Mary Owen (History), Franklin College of Indiana, Franklin, Indiana, *Sec.-Treas.*

Iowa Conference

Theodore Stroud (English), Drake University, Des Moines, Iowa, *Pres.* Martin L. Grant (Science), Iowa State Teachers College, Cedar Falls, Iowa, *Sec.-Treas.*

Kentucky Conference

Walter E. Blackburn (Chemistry), Murray State College, Murray, Kentucky, *Pres.* John C. Ball (Sociology), University of Kentucky, Lexington, Kentucky, *Sec.*

Michigan State Conference

Sheridan Baker (English), University of Michigan, Ann Arbor, Michigan, *Pres.* Jack W. Marken (English and Humanities), Central Michigan College, Mt. Pleasant, Michigan, *Sec.-Treas.*

Minnesota Conference

Walter D. Mink (Psychology), Macalester College, St. Paul, Minnesota, *Pres.* Ruth Palmer (Home Economics), University of Minnesota, Duluth, Minnesota, *Sec.-Treas.*

Mississippi Council

Peyton Williams, Jr. (English), Mississippi State University, State College, Mississippi, *Pres.* Charles E. Noyes (English), University of Mississippi, University, Mississippi, *Sec.-Treas.*

Missouri Conference

Charlotte G. Wells (Speech), University of Missouri, Columbia, Missouri, *Pres.* Cecil Blue (English), Lincoln University, Jefferson City, Missouri, *Sec.-Treas.*

New Mexico State Conference

David B. Hamilton (Economics), University of New Mexico, Albuquerque, New Mexico, *Pres.* Marion Cline (Elementary Education), New Mexico Highlands University, Las Vegas, New Mexico, *Sec.*

Metropolitan New York Conference

Donald Koster (English), Adelphi College, Garden City, New York, *Pres.* Curtis Owens (English), Pace College, New York, New York, *Sec.-Treas.*

New York State Conference

James H. Storing (Political Science), Colgate University, Hamilton, New York, *Pres.* R. Elizabeth Jones (Business), Keuka College, Keuka Park, New York, *Sec.-Treas.*

North Carolina State Conference

Theodore Ropp (History), Duke University, Durham, North Carolina, *Pres.* Jean Swanson (Music), Meredith College, Raleigh, North Carolina, *Sec.-Treas.*

Pacific Northwest Regional Conference

James H. O'Brien (English), Western Washington College of Education, Bellingham, Washington, *Pres.* William Budd (Education), Western Washington College of Education, Bellingham, Washington, *Sec.*

Council of State Universities of Ohio

G. Melvin Bloom (Mathematics), Miami University, Oxford, Ohio, *Pres.* Howard O. Brogan (English), Bowling Green State University, Bowling Green, Ohio, *Sec.-Treas.*

The Ohio Conference

Kenneth Caster (Geology), University of Cincinnati, Cincinnati, Ohio, *Chm.*

The Oklahoma Federation of Chapters

George W. Murphy (Chemistry), University of Oklahoma, Norman, Oklahoma, *Pres.* Edmund R. Whitson (Economics), Central State College, Edmond, Oklahoma, *Sec.-Treas.*

Oregon State Conference of Chapters of AAUP in Private Schools of Higher Education

John A. Rademaker (Sociology), Willamette University, Salem, Oregon, *Pres.*

Oregon State Council

John A. Rademaker (Sociology), Willamette University, Salem, Oregon, *Pres.* Robert Dusenberry (Literature), Lewis and Clark College, Portland, Oregon, *Sec.-Treas.*

Federation of AAUP Chapters of the Oregon State System of Higher Education

Carleton G. Fanger (Applied Science), Portland State College, Portland, Oregon, *Pres.* Fred A. Cuthbert (Architecture), University of Oregon, Eugene, Oregon, *Sec.-Treas.*

Pennsylvania Division

Merwin Humphrey (Forestry), The Pennsylvania State University, University Park, Pennsylvania, *Pres.* Allen D. Patterson (Education), State Teachers College, Lock Haven, Pennsylvania, *Sec.*

South Carolina State Conference

Joseph Novak (Mathematics), University of South Carolina, Columbia, South Carolina, *Pres.* J. Edwin Whitesell (English), University of South Carolina, Columbia, South Carolina, *Sec.*

South Dakota Conference

Carl Gustav Tideman (History), Huron College, Huron, South Dakota, *Chm.*

Southeast Region

John Robert Moore (Business Administration), University of Tennessee, Knoxville, Tennessee, *Adviser.*

Southwest Region

William K. Noyce (Chemistry), University of Arkansas, Fayetteville, Arkansas, *Pres.* M. Isabel Irwin (Home Economics), University of Arkansas, Fayetteville, Arkansas, *Sec.-Treas.*

Tennessee Council

Peter Bannon (English), Memphis State University, Memphis, Tennessee, *Chm.* Lawrence Wynn (English), Memphis State University, Memphis, Tennessee, *Sec.*

Virginia State Conference

Howard Hovda (Business Administration), Lynchburg College, Lynchburg, Virginia, *Pres.* Richard K. Meeker (English), Longwood College, Farmville, Virginia, *Sec.-Treas.*

Council of State and Regional Conferences

William S. Tacey (Speech), University of Pittsburgh, Pittsburgh, Pennsylvania, *Pres.* George McFadden (English), Temple University, Philadelphia, Pennsylvania, *Sec.-Treas.*

Institutional Distribution and Chapter Officers¹

The following symbols designate the four classes of members:

A, Active; J, Junior; (A), Associate; E, Emeritus

- Abilene Christian College, Abilene, Tex. A 4.
- Adams State College, Alamosa, Colo. Beryl McAdow, *Pres.* George P. Merk, *Sec.* A 20; J 1; E 1.
- Adelphi College, Garden City, N. Y. Donald N. Koster, *Pres.* Charles F. Ahlers, *Sec.* A 77; E 1.
- Adrian College, Adrian, Mich. E 1.
- Agnes Scott College, Decatur, Ga. A 5; E 1.
- Agricultural Mechanical Normal College, Pine Bluff, Ark. A 9.
- Air Force Institute of Technology, Wright-Patterson AFB, Dayton, Ohio. A 12; (A) 1.
- Akron, University of, Akron 4, Ohio. Howard R. Evans, *Pres.* A 85; J 2; (A) 3; E 5.
- Alabama Agricultural and Mechanical College, Normal, Ala. William S. Edmonds, *Pres.* James Vinson, *Sec.* A 15.
- Alabama College, Montevallo, Ala. Rodney M. Baine, *Pres.* Miriam Collins, *Sec.* A 24; E 4.
- Alabama State College, Montgomery, Ala. A 18.
- Alabama, University of, University, Ala. Robert M. Wallace, *Pres.* Frances Rucks, *Sec.* A 226; J 10; (A) 8; E 4.
- Alaska, University of, College, Alaska. Lee H. Salisbury, *Pres.* Leslie Gerald Swartz, *Sec.* A 27; (A) 1.
- Albany State College, Albany, Ga. A 4.
- Alberta, University of, Edmonton, Alberta, Canada. A 2.
- Albion College, Albion, Mich. Joseph C. Heston, *Pres.* Oscar F. Bale, *Sec.* A 38; E 2.
- Albright College, Reading, Pa. Elizabeth H. Burke, *Pres.* Josephine E. Raepel, *Sec.* A 17; (A) 1.
- Alcorn Agricultural and Mechanical College, Lorman, Mass. A 9.
- Alderson Broaddus College, Philippi, W. Va. H. C. Nixon, *Pres.* Lorita M. Duffield, *Sec.* A 12; E 1.
- Alfred University, Alfred, N. Y. David N. Johnson, *Pres.* Malcolm E. McIntosh, *Sec.* A 26; (A) 1; E 1.
- Allan Hancock College, Santa Maria, Calif. A 1.
- Allegheny College, Meadville, Pa. Paul A. Knights, *Pres.* Agnes E. Painter, *Sec.* A 62; (A) 1; E 3.
- Allen University, Columbia, S. C. A 4.
- Alliance College, Cambridge Springs, Pa. Robert D. Illisevich, *Pres.* Charles R. Jenkins, *Sec.* A 9; J 1.
- Alma College, Alma, Mich. Wesley C. Dykstra, *Pres.* Walton B. Myhrum, *Sec.* A 24.
- Alverno College, Milwaukee, Wis. A 1.
- Amarillo College, Amarillo, Tex. A 4.
- American College for Girls, Istanbul, Turkey. A 1.
- American Conservatory of Music, Chicago 5, Ill. A 5.
- American International College, Springfield, Mass. A 26; (A) 1; E 1.
- American University, The, Washington 16, D. C. Harvey C. Moore, *Pres.* Dorothy H. Spitz, *Sec.* A 77; J 5; (A) 4; E 4.
- American University of Beirut, Beirut, Syria. A 10.
- American University of Cairo, Cairo, Egypt. A 3.
- Amherst College, Amherst, Mass. George B. Funnell, *Pres.* Elmo Giordannetti, *Sec.* A 87; (A) 1; E 2.
- Anderson College and Theological Seminary, Anderson, Ind. Pichon P. Y. Loh, *Pres.* Vila Deubach, *Sec.* A 26; (A) 1.
- Annhurst College, Putnam, Conn. A 3.
- Antioch College, Yellow Springs, Ohio. Herman Schnurer, *Pres.* A 17.
- Appalachian State Teachers College, Boone, N. C. Isabel F. Jones, *Pres.* Donval R. Simpson, *Sec.* A 24.
- Aquinas College, Grand Rapids, Mich. A 2.
- Arizona State College, Flagstaff, Ariz. Rexer Berndt, *Pres.* William H. Lyon, Jr., *Sec.* A 34; (A) 1.
- Arizona State University, Tempe, Ariz. E. Grant Moody, *Sec.* A 137; J 1; (A) 2; E 2.
- Arizona, University of, Tucson, Ariz. Mitchell G. Vavich, *Pres.* Patricia P. Paylore, *Sec.* A 180; J 2; (A) 3; E 6.
- Arkansas Agricultural and Mechanical College, College Heights, Ark. Edward Pfau, *Pres.* J. D. Moore, *Sec.* A 10.
- Arkansas College, Batesville, Ark. (A) 1.
- Arkansas Polytechnic College, Russellville, Ark. Theodore R. Garrison, *Pres.* Henri D. Crawley, *Sec.* A 19; E 1.
- Arkansas State College, State College, Ark. A 29; E 1.
- Arkansas State Teachers College, Conway, Ark. A 2; J 1.
- Arkansas, University of, Fayetteville, Ark. Hardy C. Wilcoxon, *Pres.* Neppie L. Conner, *Sec.* A 90; J 3; (A) 3; E 5.
- Arkansas, University of (Medical School), Little Rock, Ark. Earl D. Markwell, Jr., *Pres.* A 7; (A) 1.
- Arlington State College, Arlington, Tex. A 7.
- Art Center School, The, Los Angeles 5, Calif. A 1.
- Art Institute of Chicago, School of the, Chicago 3, Ill. A 14; (A) 1.
- Asbury College, Wilmore, Ky. A 1.
- Asbury Theological Seminary, Wilmore, Ky. A 1.
- Asheville Biltmore College, Asheville, N. C. A 1.
- Ashland College, Ashland, Ohio. A 7.
- Assumption College, Worcester, Mass. A 1.

¹ As of July 1, 1960, and not including members in unaccredited institutions or without institutional connections.

- Assumption University of Windsor, Windsor, Ontario, Canada. A 2.
- Athenaeum of Ohio, The, Cincinnati 12, Ohio. A 2.
- Athens College, Athens, Ala. A 2.
- Atlanta University, Atlanta, Ga. A 10.
- Atlantic Christian College, Wilson, N. C. A 12.
- Auburn University, Auburn, Ala. Paul Melius, *Pres.* Sidney L. Thompson, *Sec.* A 45; (A) 2; E 2.
- Augsburg College and Theological Seminary, Minneapolis 4, Minn. A 6.
- Augusta Junior College, Augusta, Ga. A 1; (A) 1.
- Augustana College, Rock Island, Ill. A 29; E 1.
- Augustana College, Sioux Falls, S. Dak. A 13.
- Aurora College, Aurora, Ill. A 1.
- Austin College, Sherman, Tex. A 5.
- Austin Peay State College, Clarksville, Tenn. A 4.
- Austin Presbyterian Theological Seminary, Austin 5, Tex. A 1.
- Babson Institute of Business Administration, Babson Park, Mass. A 4.
- Baker University, Baldwin, Kans. A 5; (A) 1.
- Bakersfield College, Bakersfield, Calif. Adelaide Schafer, *Pres.* Betty Ruth Bird, *Sec.* A 22; J 1; (A) 1.
- Baldwin-Wallace College, Berea, Ohio. Robert Cruden, *Pres.* E. Rebecca Green, *Sec.* A 65; (A) 2; E 4.
- Ball State Teachers College, Muncie, Ind. Carl L. Nelson, *Pres.* Pinckney M. Mayfield, *Sec.* A 109; (A) 1; E 3.
- Barat College of the Sacred Heart, Lake Forest, Ill. A 10; E 2.
- Barber Scotia College, Concord, N. C. A 3.
- Bard College, Annandale-on-the-Hudson, N. Y. Frank Riessman, Jr., *Pres.* Eugene Goodheart, *Sec.* A 34; (A) 1.
- Bates College, Lewiston, Maine. Leland P. Bechtel, *Sec.* A 16; (A) 2; E 1.
- Bay City Junior College, Bay City, Mich. Aline A. Lynch, *Pres.* Harriet C. Morgan, *Sec.* A 19.
- Baylor University, Waco, Tex. W. Jackson Kilgore, *Pres.* A 68; J 2.
- Beaver College, Jenkintown, Pa. Margaret S. Hinton, *Pres.* Ann Ball Ackley, *Sec.* A 36.
- Belhaven College, Jackson, Miss. A 1.
- Bellarmino College, Louisville, Ky. A 4.
- Belmont College, Nashville, Tenn. A 2; (A) 1.
- Beloit College, Beloit, Wis. Marion K. Stocking, *Pres.* William Bentsen, *Sec.* A 43; (A) 3.
- Bemidji State College, Bemidji, Minn. A 3.
- Benedict College, Columbia, S. C. A 2.
- Bennett College, Millbrook, N. Y. A 2.
- Bennett College, Greensboro, N. C. A 5.
- Bennington College, Bennington, Vt. A 10; (A) 1.
- Berea College, Berea, Ky. George K. Floro, *Pres.* Helen Russell Duda, *Sec.* A 37; (A) 1; E 2.
- Berry College, Mount Berry, Ga. A 9; (A) 1.
- Bethany College, Lindsborg, Kans. John Koopman, *Pres.* Jen Jenkins, *Sec.* A 13; E 1.
- Bethany College, Bethany, W. Va. Wilbert S. Ray, *Pres.* A 19; (A) 1; E 1.
- Bethany Nazarene College, Bethany, Okla. A 2.
- Bethel College, North Newton, Kans. A 2.
- Bethel College, McKenzie, Tenn. A 4.
- Bethel College Seminary, St. Paul, Minn. A 1.
- Bethune-Cookman College, Daytona Beach, Fla. A 12.
- Biblical Seminary in New York, New York, N. Y. A 1.
- Birmingham-Southern College, Birmingham, Ala. A 4.
- Bishop College, Marshall, Tex. A 2.
- Bishop's University, Lennoxville, Quebec, Canada. A 1.
- Black Hills Teachers College, Spearfish, S. Dak. A 2.
- Blackburn College, Carlinville, Ill. Jack A. Campbell, *Pres.* George Raymond Hood, *Sec.* A 18; (A) 1.
- Bloomsburg State College, Bloomsburg, Pa. A 6.
- Blue Mountain College, Blue Mountain, Miss. A 2.
- Bluefield College, Bluefield, Va. A 1.
- Bluefield State College, Bluefield, W. Va. A 3.
- Boise Junior College, Boise, Idaho. John L. Phillips, Jr. *Pres.* Elsie M. Buck, *Sec.* A 31; (A) 1; E 1.
- Boston College, Chestnut Hill, Mass. William B. Hickey, *Pres.* Francis J. McDermott, *Sec.* A 44; E 1.
- Boston University, Boston, Mass. Sam Hedrick, *Pres.* Adelpa E. Mooth, *Sec.* A 144; J 3; (A) 1; E 10.
- Bowdoin College, Brunswick, Maine. Paul G. Darling, *Pres.* A 30; E 3.
- Bowling Green State University, Bowling Green, Ohio. William A. Hunter, *Pres.* Brian Sutton-Smith, *Sec.* A 86; J 2; (A) 2; E 6.
- Bradley University, Peoria, Ill. Andrew R. Eickhoff, *Pres.* Joseph Walter Coyle, *Sec.* A 25; (A) 1; E 2.
- Brandeis University, Waltham, Mass. A 39; J 2; (A) 1; E 1.
- Brenau College, Gainesville, Ga. A 2.
- Brevard College, Brevard, N. C. A 4; (A) 1.
- Briarcliff College, Briarcliff Manor, N. Y. A 4.
- Bridgeport, University of, Bridgeport, Conn. Emerson G. Chamberlain, *Pres.* Stuart A. Mayper, *Sec.* A 37.
- Bridgewater College, Bridgewater, Va. A 1.
- Brigham Young University, Provo, Utah. Richard D. Poll, *Pres.* Jean A. Waterstradt, *Sec.* A 39.
- British Columbia, University of, Vancouver 8, British Columbia, Canada. A 16; E 1.
- Brooklyn College, Brooklyn 1, N. Y. Samuel J. Hurwitz, *Pres.* Margaret K. Rowell, *Sec.* A 207; J 10; (A) 2; E 9.
- Brown University, Providence, R. I. Hyatt H. Waggoner, *Pres.* Jose Amor y Vazquez, *Sec.* A 58; (A) 2; E 7.
- Bryant-Stratton Business Institute, Buffalo 2, N. Y. A 2.
- Bryn Mawr College, Bryn Mawr, Pa. Donald R. Brown, *Pres.* Gertrude Leighton, *Sec.* A 41; J 1; (A) 2; E 2.
- Bucknell University, Lewisburg, Pa. Robert F. Butts, *Pres.* Ralph Spielman, *Sec.* A 38; J 1; (A) 2.
- Buffalo, University of, Buffalo, N. Y. Thomas E. Connolly, *Pres.* C. A. Yeracaris, *Sec.* A 131; J 8; (A) 6; E 6.
- Burdett College, Boston, Mass. A 2.
- Butler University, Indianapolis, Ind. Harold E. Johnson, *Pres.* Robert C. Gilpin, *Sec.* A 76; (A) 4.
- California College of Arts and Crafts, Oakland 11, Calif. Ferol R. Egan, *Pres.* A 12.
- California College of Chiropractic, San Francisco 15, Calif. A 2.
- California Institute of Technology, Pasadena 4, Calif. Milton S. Plesset, *Pres.* Robert V. Langmuir, *Sec.* A 90; J 1; (A) 2; E 8.

- California State College, California, Pa. George S. Hart, *Sec.* A 11.
- California State Polytechnic College, Pomona, Calif. J. F. Fulbeck, *Pres.* Dorothy Tucker, *Sec.* A 18.
- California State Polytechnic College, San Luis Obispo, Calif. A 25.
- California, University of, Berkeley 4, Calif. David Krech, *Pres.* John H. Reynolds, *Sec.* A 196; J 7; (A) 2; E 22.
- California, University of, Davis, Calif. A 20; J 1; E 1.
- California, University of, Los Angeles 24, Calif. George A. Zizicas, *Sec.* A 207; J 6; E 17.
- California, University of, Riverside, Calif. A 13.
- California, University of, San Francisco 22, Calif. A 14.
- California, University of, Goleta, Calif. A 23; J 1; (A) 1; E 3.
- California Western University, San Diego, Calif. Sidney Warren, *Pres.* Frances C. Amemiya, *Sec.* A 32; (A) 1.
- Calvin College, Grand Rapids 6, Mich. A 4.
- Campbell College, Buies Creek, N. C. A 6.
- Campbellsville College, Campbellsville, Ky. A 4.
- Canal Zone Junior College, Balboa Heights, Canal Zone. A 5.
- Caney Junior College, Pippa Passes, Ky. A 2.
- Canisius College, Buffalo, N. Y. John L. Blum, *Pres.* Charles J. McCann, *Sec.* A 37.
- Capital University, Columbus, Ohio. W. O. Doescher, *Pres.* Edward C. Fendt, *Sec.* A 5.
- Carbon College, Price, Utah. A 1; (A) 1.
- Carleton College, Northfield, Minn. Donald S. Schier, *Pres.* A 14; E 1.
- Carnegie Institute of Technology, Pittsburgh 13, Pa. Homer E. Sterling, *Sec.* A 44; (A) 6; E 8.
- Carroll College, Helena, Mont. A 1.
- Carroll College, Waukesha, Wis. Donald Ziegler, *Pres.* Alfreda K. Stallman, *Sec.* A 33.
- Carson-Newman College, Jefferson City, Tenn. A 8; E 1.
- Carthage College, Carthage, Ill. Samuel E. Brick, *Pres.* Richard H. Barton, *Sec.* A 13; E 1.
- Cascade College, Portland, Oreg. A 4.
- Case Institute of Technology, Cleveland, Ohio. John B. Scalzi, *Pres.* John W. Culver, *Sec.* A 79; E 1.
- Casper Junior College, Casper, Wyo. Rodolfo Martinez, *Pres.* Sally M. Brubaker, *Sec.* A 28.
- Catawba College, Salisbury, N. C. A 5.
- Catholic University of America, Washington 17, D. C. Malcolm C. Henderson, *Pres.* A 100; J 3; (A) 1; E 3.
- Catholic University of Puerto Rico, Santa Maria, Ponce, P. R. A 7.
- Cedar Crest College, Allentown, Pa. Charles M. Lucas, *Pres.* Leona B. Nelson, *Sec.* A 19; (A) 2; E 1.
- Centenary College of Louisiana, Shreveport 16, La. Julius W. Waits, *Pres.* Wilfred L. Guerin, Jr., *Sec.* A 37; E 1.
- Centenary College for Women, Hackensack, N. J. A 1.
- Central Bible Institute, Springfield, Mo. A 2.
- Central College, Pella, Iowa. Donald T. Butler, *Sec.* A 3.
- Central College, Fayette, Mo. Robert H. Barker, *Pres.* Dwain Ervin, *Sec.* A 13.
- Central Connecticut State College, New Britain, Conn. Francis J. Rio, *Pres.* John C. Hunter, *Sec.* A 53; (A) 3.
- Central Michigan University, Mt. Pleasant, Mich. Keith M. Decker, *Pres.* Lois Cross, *Sec.* A 61; J 1; (A) 2.
- Central Missouri State College, Warrensburg, Mo. James D. Corey, *Pres.* Averyl Bishop, *Sec.* A 56; J 2; E 3.
- Central State College, Wilberforce, Ohio. Conrad C. Hinds, *Pres.* A 22; (A) 2; E 1.
- Central State College, Edmond, Okla. Edmund R. Whitson, *Pres.* Ethel Derrick, *Sec.* A 24.
- Central Washington College, Ellensburg, Wash. Sidnie D. Mundy, *Pres.* Charles H. Blake, Jr., *Sec.* A 72; (A) 2; E 1.
- Centralia Junior College, Centralia, Wash. A 1.
- Centre College of Kentucky, Danville, Ky. Robert Bryant, *Pres.* Max Parvin Caves, *Sec.* A 14; (A) 1.
- Cerritos Junior College, Norwalk, Calif. A 7.
- Chapman College, Orange, Calif. John Long, *Pres.* Kurt Bergel, *Sec.* A 14.
- Charleston, College of, Charleston, S. C. A 2.
- Charlotte College, Charlotte, N. C. A 4.
- Chatham College, Pittsburgh, Pa. J. Cutler Andrews, *Pres.* Patience M. Blayden, *Sec.* A 27; (A) 1.
- Chattanooga, University of, Chattanooga, Tenn. Gail S. Hammond, *Pres.* Norbert Koch, *Sec.* A 23; (A) 1; E 1.
- Chestnut Hill College, Philadelphia 18, Pa. A 2.
- Cheyney State College, Cheyney, Pa. A 5.
- Chicago City Junior College, (Southeast Branch), Chicago, Ill. A 1.
- Chicago City Junior College (Wilson Branch), Chicago, Ill. James S. Counelis, *Pres.* Robert E. Olsen, *Sec.* A 33; E 2.
- Chicago City Junior College (Wright Branch), Chicago, Ill. Kostis T. Argoe, *Pres.* Peter R. Senn, *Sec.* A 17.
- Chicago College of Chiropody and Pedic Surgery, Chicago, Ill. A 3.
- Chicago College of Osteopathy, Chicago 15, Ill. A 2.
- Chicago Lutheran Theological Seminary, Chicago, Ill. A 1.
- Chicago Medical School, Chicago, Ill. A 14; J 1; (A) 1.
- Chicago Teachers College, Chicago, Ill. L. E. Palmieri, *Pres.* Courtney B. Lawson, *Sec.* A 63; (A) 1; E 1.
- Chicago Theological Seminary, Chicago, Ill. A 1.
- Chicago, University of, Chicago 37, Ill. Harold B. Dunkel, *Pres.* David G. Williams, *Sec.* A 146; J 6; (A) 2; E 18.
- Chicago-Kent College of Law, Chicago, Ill. A 2.
- Chico State College, Chico, Calif. Warren E. Olson, *Pres.* Phyllis I. Bush, *Sec.* A 50; J 1; (A) 3.
- Chipola Junior College, Marianna, Fla. A 2.
- Chowan College, Murfreesboro, N. C. A 5.
- Christian Brothers College, Memphis, Tenn. A 1.
- Christian College, Columbia, Mo. A 1.
- Christian Theological Seminary, Indianapolis 7, Ind. (A) 1.
- Cincinnati, University of, Cincinnati, Ohio. Kenneth E. Caster, *Pres.* Arthur E. Hinman, *Sec.* A 181; (A) 4; E 15.
- Citadel, The, Charleston, S. C. A 6.

- City College, New York 31, N. Y. Robert I. Wolff, *Pres.* Howard L. Adelson, *Sec.* A 181; J 3; (A) 4; E 10.
- City College (Baruch School of Business), New York 1, N. Y. Louis Levy, *Pres.* John Bauer, *Sec.* A 23; (A) 1.
- City College of San Francisco, San Francisco, Calif. Robert P. Utter, *Pres.* Leah L. Cooper, *Sec.* A 27; E 2.
- Clafin College, Orangeburg, S. C. A 1.
- Claremont, Associated Colleges in, Claremont, Calif. Gerhard N. Rustvold, *Pres.* Malcolm P. Douglass, *Sec.* (Claremont Graduate School, A 12; J 1. Claremont Men's College, A 7; (A) 1. Harvey Mudd College, A 3. Pomona College, A 19; J 1; (A) 3; E 5. Scripps College, A 11; E 1.)
- Clarion State College, Clarion, Pa. A 7.
- Clark College, Atlanta, Ga. A 9.
- Clark College, Vancouver, Wash. Rena K. Roberts, *Sec.* A 21.
- Clark University, Worcester, Mass. Gerald N. Grob, *Pres.* Rely I. Raffman, *Sec.* A 43; (A) 1; E 1.
- Clarkson College of Technology, Potsdam, N. Y. Frank L. Moore, Jr., *Pres.* Frank K. Schwaneffugel, *Sec.* A 35.
- Clemson Agricultural College, Clemson, S. C. Robert S. Lambert, *Pres.* Ray W. Rutledge, *Sec.* A 35; E 1.
- Clinch Valley College, Wise, Va. Edward Lee Henson, *Sec.* A 9.
- Coalinga College, Coalinga, Calif. A 1.
- Coe College, Cedar Rapids, Iowa. Irving L. Churchill, *Pres.* Albert J. Schmidt, *Sec.* A 26; (A) 1; E 3.
- Coker College, Hartsville, S. C. A 5; (A) 1; E 1.
- Colby College, Waterville, Maine. Robert E. Ruman, *Pres.* John H. Sutherland, *Sec.* A 36; (A) 2; E 1.
- Colby Junior College for Women, New London, N. H. A 7; (A) 1.
- Colgate University, Hamilton, N. Y. Robert V. Smith, *Pres.* Kenneth B. O'Brien, Jr., *Sec.* A 98; J 10; (A) 1; E 4.
- College-Conservatory of Music, Cincinnati, Ohio. A 1.
- Colorado College, Colorado Springs, Colo. Bernard Arnest, *Pres.* Margaret C. Saunders, *Sec.* A 52; (A) 1; E 2.
- Colorado School of Mines, Golden, Colo. A 3; E 1.
- Colorado State College, Greeley, Colo. Alberta E. Reitze, *Sec.* A 13; E 1.
- Colorado State University, Fort Collins, Colo. J. Leo Cefkin, *Pres.* Richard Hopkins, *Sec.* A 52; (A) 1; E 1.
- Colorado, University of, Boulder, Colo. Thorrel B. Fest, *Pres.* Dorothea B. Graen, *Sec.* A 119; J 3; (A) 5; E 6.
- Colorado Woman's College, Denver, Colo. A 5.
- Columbia College, Columbia, S. C. Cecil H. Bierley, *Pres.* Walter G. Fries, *Sec.* A 16.
- Columbia Theological Seminary, Decatur, Ga. A 1.
- Columbia University, New York 27, N. Y. Harold Barger, *Pres.* Lawrence B. Cohen, *Sec.* A 361; J 10; (A) 3; E 27.
- Compton District Junior College, Compton 3, Calif. A 7.
- Concord College, Athens, W. Va. Paul C. Bibbie, *Pres.* A 9.
- Concordia College, Moorhead, Minn. A 2.
- Concordia Teachers College, River Forest, Ill. A 5.
- Connecticut College, New London, Conn. Louise W. Holborn, *Pres.* Jane W. Torrey, *Sec.* A 67; (A) 3; E 8.
- Connecticut, University of, Hartford, Conn. Verl S. Lewis, *Pres.* A 13; E 1.
- Connecticut, University of, Storrs, Conn. H. John Thorkelson, *Pres.* Charles A. McLaughlin, *Sec.* A 154; J 14; (A) 5; E 4.
- Connecticut, University of, Waterbury, Conn. Milton L. Myers, *Pres.* Marcelle Schubert, *Sec.* A 13.
- Contra Costa College, San Pablo, Calif. A 1.
- Converse College, Spartanburg, S. C. A 2.
- Cooper Union, New York, N. Y. J. Clinton Hollinger, *Pres.* Wallace I. Thurston, *Sec.* A 42; (A) 1.
- Copiah-Lincoln Junior College, Wesson, Miss. A 1.
- Cornell College, Mount Vernon, Iowa. John B. Shackford, *Pres.* Thomas E. Rogers, *Sec.* A 37; (A) 1.
- Cornell University, Ithaca, N. Y. Martin W. Sampson, *Pres.* Mary K. Bloetjes, *Sec.* A 257; J 10; (A) 8; E 23.
- Cotey College, Nevada, Mo. A 2; J 1; (A) 1.
- Creighton University, Omaha, Nebr. A 8.
- Crozer Theological Seminary, Chester, Pa. A 1.
- Culver-Stockton College, Canton, Mo. John A. Sperry, Jr., *Pres.* Ada W. Roberts, *Sec.* A 10.
- Dakota Wesleyan University, Mitchell, S. Dak. Florence E. White, *Pres.* Charles S. Dewey, *Sec.* A 11; E 1.
- Dalhousie University, Halifax, Nova Scotia, Canada. A 1.
- Dana College, Blair, Nebr. Wayne W. Wise, *Pres.* William C. Smith, *Sec.* A 19.
- Danbury State College, Danbury, Conn. Norman A. Reed, *Pres.* Margaret E. Ankeney, *Sec.* A 22.
- Dartmouth College, Hanover, N. H. H. Wentworth Eldredge, *Pres.* Severn P. C. Duvall, *Sec.* A 139; J 1; (A) 6; E 8.
- David Lipscomb College, Nashville, Tenn. A 4.
- Davidson College, Davidson, N. C. Paul A. Marrotte, *Pres.* Max E. Polley, *Sec.* A 36; E 1.
- Davis and Elkins College, Elkins, W. Va. Jesse F. Reed, *Pres.* Gloria Payne, *Sec.* A 10; (A) 1.
- Dayton, University of, Dayton, Ohio. A 10.
- Dean Junior College, Franklin, Mass. A 3.
- Del Mar College, Corpus Christi, Tex. A 3.
- Delaware State College, Dover, Del. Hyman Kuritz, *Pres.* A 14.
- Delaware, University of, Newark, Del. Robert F. Jackson, *Pres.* George I. Brown, *Sec.* A 69; J 1; E 3.
- Delta State College, Cleveland, Miss. A 2.
- Denison University, Granville, Ohio. Leland C. Lehman, *Pres.* Lionel G. Crocker, *Sec.* A 52; (A) 2; E 4.
- Denver, University of, Denver, Colo. Otto F. Freitag, *Pres.* A 41; J 1; (A) 2; E 4.
- DePaul University, Chicago 14, Ill. William R. Waters, *Pres.* Willis B. Hughes, *Sec.* A 65; (A) 1; E 1.
- DePauw University, Greencastle, Ind. Clinton B. Gass, *Pres.* Arthur W. Shumaker, *Sec.* A 82; E 7.
- Detroit, University of, Detroit, Mich. A 18.
- Diablo Valley College, Concord, Calif. A 1.

- Dickinson College, Carlisle, Pa. W. Wright Kirk, *Pres.* Donald W. Flaherty, *Sec.* A 59; E 2.
- Dillard University, New Orleans, La. Charles E. Morton, *Pres.* Marilyn Davidson, *Sec.* A 16; J 1; E 1.
- District of Columbia, Teachers College, Washington 9, D. C. A 14.
- Doane College, Crete, Nebr. Lucille S. Cobb, *Pres.* Lillian Porter, *Sec.* A 15; (A) 1.
- Dominican College of San Rafael, San Rafael, Calif. A 7.
- Downstate Medical Center, Brooklyn, N. Y. A 19.
- Drake University, Des Moines, Iowa. Denny Woodworth, *Pres.* Ruth Hoffman, *Sec.* A 33; (A) 2; E 1.
- Drew University, Madison, N. J. John W. Bicknell, *Pres.* Ruth Dominovich, *Sec.* A 32; (A) 2; E 1.
- Drexel Institute of Technology, Philadelphia, Pa. A 18.
- Dropsie College, Philadelphia, Pa. A 5; J 1.
- Drury College, Springfield, Mo. William E. Berger, *Pres.* Charles S. Smith, *Sec.* A 20; (A) 1.
- Dubuque, University of, Dubuque, Iowa. Wilford P. Musgrave, *Pres.* A 19; (A) 1; E 1.
- Duchesne College, Omaha, Nebr. A 2.
- Duke University, Durham, N. C. Douglas B. Maggs, *Pres.* Paul Welsh, *Sec.* A 210; J 41; (A) 3; E 13.
- Dunbarton College of Holy Cross, Washington 8, D. C. A 2.
- Duquesne University, Pittsburgh, Pa. Kenneth J. Duffy, *Pres.* Lawrence A. Roche, *Sec.* A 19; E 1.
- D'Youville College, Buffalo, N. Y. A 3.
- Earlham College, Richmond, Ind. Undine Dunn, *Pres.* A 11; (A) 1.
- East Carolina College, Greenville, N. C. Wellington B. Gray, *Pres.* George A. Douglas, *Sec.* A 44.
- East Central Junior College, Decatur, Miss. A 2.
- East Central State College, Ada, Okla. A 3.
- East Mississippi Junior College, Scooba, Miss. A 1.
- East Stroudsburg State College, East Stroudsburg, Pa. Willie T. King, *Pres.* Helen E. Booth, *Sec.* A 18; (A) 1.
- East Tennessee State College, Johnson City, Tenn. A 16; (A) 1.
- East Texas Baptist College, Marshall, Tex. A 5.
- East Texas State College, Commerce, Tex. A 14.
- Eastern Baptist College, St. Davids, Pa. A 4.
- Eastern Illinois University, Charleston, Ill. Ruth H. Cline, *Pres.* Hugh C. Rawls, *Sec.* A 52; (A) 1; E 2.
- Eastern Kentucky State College, Richmond, Ky. Paul C. Nagel, *Pres.* Robert L. Oppelt, *Sec.* A 68; (A) 1; E 1.
- Eastern Michigan University, Ypsilanti, Mich. E. Walfred Erickson, *Pres.* Thomas L. Dume, *Sec.* A 51; (A) 1; E 2.
- Eastern Montana College of Education, Billings, Mont. Aaron P. Small, *Pres.* A 16; J 1; E 1.
- Eastern Nazarene College, Wollaston, Mass. A 3.
- Eastern New Mexico University, Portales, N. Mex. R. Lyle Hagan, *Pres.* A 23; (A) 1.
- Eastern Oklahoma Agricultural and Mechanical College, Wilburton, Okla. A 2.
- Eastern Oregon College, La Grande, Oreg. Sarah C. Stein, *Pres.* Mary Jane Loso, *Sec.* A 26.
- Eastern Washington College of Education, Cheney, Wash. Duncan M. Thomson, *Pres.* Vaughan S. Albertson, *Sec.* A 24; (A) 1.
- Edgewood College of the Sacred Heart, Madison, Wis. A 3.
- Edinboro State College, Edinboro, Pa. Lawrence C. Vincent, *Pres.* Justina J. Baron, *Sec.* A 28; E 1.
- Edward Waters College, Jacksonville, Fla. A 3.
- El Camino College, El Camino, Calif. A 10; (A) 1.
- Elizabeth City State Teachers College, Elizabeth City, N. C. A 13.
- Elizabethtown College, Elizabethtown, Pa. A 3.
- Elmhurst College, Elmhurst, Ill. A 7; E 1.
- Elmira College, Elmira, N. Y. Paul Ramsey, Jr., *Pres.* Gertrude Spremulli, *Sec.* A 31; E 2.
- Elon College, Elon College, N. C. A 1.
- Emerson College, Boston, Mass. A 5; (A) 1.
- Emmanuel Missionary College, Berrien Springs, Mich. A 1.
- Emory and Henry College, Emory, Va. A 3.
- Emory University, Atlanta, Ga. Alfred E. Wilhelmi, *Pres.* Robert H. Rohrer, *Sec.* A 129; J 3; (A) 1; E 1.
- Emporia, College of, Emporia, Kans. A 3; (A) 1.
- Endicott Junior College, Beverly, Mass. A 2.
- Erskine College, Due West, S. C. A 3; E 1.
- Evansville College, Evansville, Ind. Robert F. Martin, *Sec.* A 41; (A) 4; E 3.
- Everett Junior College, Everett, Wash. A 1.
- Fairfield University, Fairfield, Conn. John A. Barone, *Pres.* Walter J. Petry, Jr., *Sec.* A 8; J 2.
- Fairleigh Dickinson University, Rutherford, N. J. Malcolm L. Sturchio, *Pres.* A 66; J 1; (A) 1; E 1.
- Fairmont State College, Fairmont, W. Va. A 3; E 1.
- Fashion Institute of Technology, New York 11, N. Y. A 8; (A) 1.
- Fayetteville State Teachers College, Fayetteville, N. C. A 7.
- Fenn College, Cleveland, Ohio. Albert N. Cousins, *Pres.* Sara R. Watson, *Sec.* A 10.
- Ferris Institute, Big Rapids, Mich. A 27; (A) 1; E 1.
- Finch College, New York, N. Y. Erdman B. Palmore, *Pres.* Carol A. Hawkes, *Sec.* A 18.
- Fisk University, Nashville, Tenn. Nelson Fuson, *Pres.* A 18; J 1; E 2.
- Flint Junior College, Flint, Mich. Jack C. Gray, *Pres.* Irma Schnoberger, *Sec.* A 37; (A) 1.
- Flora MacDonald College, Red Springs, N. C. A 4.
- Florence State College, Florence, Ala. William H. Waite, *Pres.* Ellen G. Moore, *Sec.* A 34.
- Florida Agricultural and Mechanical University, Tallahassee, Fla. Charles J. Stanley, Jr., *Pres.* A 17; (A) 1.
- Florida Christian College, Tampa, Fla. A 1.
- Florida Normal and Industrial Memorial College, St. Augustine, Fla. William C. Lee, *Pres.* R. Edward Townsend, *Sec.* A 12; (A) 1.
- Florida Southern College, Lakeland, Fla. A 8.
- Florida State University, Tallahassee, Fla. Juanita M. Gibson, *Pres.* Elston E. Rody, *Sec.* A 113; J 6; (A) 4; E 4.

- Florida, University of, Gainesville, Fla. Frederick H. Hartmann, *Pres.* George E. Wolff, *Sec.* A 275; J 9; (A) 4; E 5.
- Fonbonne College, St. Louis, Mo. A 3.
- Foothill College, Mt. View, Calif. A 7.
- Fordham University, New York, N. Y. Claire Corbin, *Sec.* A 28; J 1; (A) 1; E 1.
- Fort Hays Kansas State College, Hays, Kans. Doris V. Stage, *Sec.* A 7; E 1.
- Fort Lewis Agricultural and Mechanical College, Durango, Colo. William L. Heuser, *Pres.* A 12.
- Fort Valley State College, Fort Valley, Ga. A 5.
- Fort Wayne Bible College, Fort Wayne, Ind. A 1; E 1.
- Frank Phillips College, Borger, Tex. A 4.
- Franklin College of Indiana, Franklin, Ind. Harry B. B. Menagh, *Pres.* Richard M. Park, *Sec.* A 24.
- Franklin and Marshall College, Lancaster, Pa. Sidney Wise, *Pres.* Peter S. Seadle, *Sec.* A 66; (A) 1; E 4.
- Franklin University, Columbus, Ohio. A 1.
- Fresno City College, Fresno, Calif. A 1.
- Fresno State College, Fresno, Calif. William R. Gilbert, *Pres.* Helen Shafer, *Sec.* A 62; (A) 1; E 6.
- Friends University, Wichita, Kans. A 3.
- Fullerton Junior College, Fullerton, Calif. A 1.
- Furman University, Greenville, S. C. Ira L. Baker, *Pres.* Wilbur L. Carr, *Sec.* A 30; (A) 2; E 1.
- Gallaudet College, Washington 2, D. C. Bernard L. Greenberg, *Pres.* Doris H. Francis, *Sec.* A 43; (A) 1.
- Gannon College, Erie, Pa. A 2.
- Gardner Webb Junior College, Boiling Springs, N. C. A 1.
- Garrett Biblical Institute, Evanston, Ill. A 6.
- General Beadle State Teachers College, Madison, S. Dak. Edith L. Guyor, *Pres.* Violet H. Witt, *Sec.* A 17.
- Geneva College, Beaver Falls, Pa. David M. Carson, *Pres.* Geraldine G. Bass, *Sec.* A 32; (A) 2; E 2.
- George Peabody College for Teachers, Nashville, Tenn. A 9; J 1; E 1.
- George Pepperdine College, Los Angeles, Calif. Joseph W. White, *Pres.* Warren S. Jones, *Sec.* A 17; E 1.
- George Washington University, Washington, D. C. William F. Sager, *Pres.* Gust A. Ledakis, *Sec.* A 148; J 9; (A) 1; E 6.
- George Williams College, Chicago, Ill. A 2; E 1.
- Georgetown College, Georgetown, Ky. A 8.
- Georgetown University, Washington 7, D. C. Joseph E. Houle, Jr., *Sec.* A 76; J 2; E 1.
- Georgia Institute of Technology, Atlanta, Ga. James C. Brooks, *Sec.* A 59; J 1; (A) 3; E 1.
- Georgia Medical College, Augusta, Ga. Walter L. Shepard, *Pres.* W. Knowlton Hall, *Sec.* A 11.
- Georgia Southwestern College, Americus, Ga. A 1.
- Georgia State College of Business Administration, Atlanta, Ga. James H. Lemly, *Pres.* Stephen Paranka, *Sec.* A 37; (A) 3.
- Georgia State College for Women, Milledgeville, Ga. A 8; E 1.
- Georgia Teachers College, Collegeboro, Ga. A 4.
- Georgia University of, Athens, Ga. John D. Williams, *Pres.* Elizabeth Wilson, *Sec.* A 64; J 2; (A) 4; E 1.
- Gettysburg College, Gettysburg, Pa. Ralph D. Lindeman, *Pres.* Theodore C. Daniels, *Sec.* A 51; (A) 2; E 2.
- Glassboro State College, Glassboro, N. J. Albert C. Shaw, *Pres.* Willie Kate Baldwin, *Sec.* A 23; J 1.
- Glendale College, Glendale 8, Calif. A 12.
- Glenville State College, Glenville, W. Va. A 2.
- Goddard College, Plainfield, Vt. A 2.
- Gogebic Community College, Ironwood, Mich. A 1.
- Golden Gate College, San Francisco, Calif. A 2.
- Gonzaga University, Spokane, Wash. A 3.
- Good Counsel College, White Plains, N. Y. A 1.
- Gordon College, Beverly Farms, Mass. J 1.
- Goucher College, Baltimore 18, Md. Sonia F. Osler, *Pres.* Brooke Peirce, *Sec.* A 45; (A) 2; E 9.
- Graceland College, Lamoni, Iowa. A 2.
- Grambling College, Grambling, La. A 22.
- Grand Rapids Junior College, Grand Rapids, Mich. A 3.
- Grand View College, Des Moines, Iowa. A 3.
- Grays Harbor College, Aberdeen, Wash. A 2.
- Great Falls College of, Great Falls, Mont. A 1.
- Green Mountain College, Poultney, Vt. A 3.
- Greensboro College, Greensboro, N. C. A 5; E 1.
- Greenville College, Greenville, Ill. A 2.
- Grinnell College, Grinnell, Iowa. Richard S. Westfall, *Pres.* A 34; (A) 2; E 4.
- Grove City College, Grove City, Pa. A 16; E 1.
- Guam, Territorial College of, Agana, Guam. A 1.
- Guilford College, Guilford College, N. C. A 12.
- Gulf Park College, Gulfport, Miss. A 4.
- Gustavus Adolphus College, St. Peter, Minn. Bernard Erling, *Pres.* Gordon W. Bennett, *Sec.* A 20; E 1.
- Hahnemann Medical College, Philadelphia, Pa. A 11; E 1.
- Hamilton College, Clinton, N. Y. Robert M. Browning, *Pres.* John H. Jacobson, Jr., *Sec.* A 40; (A) 1; E 1.
- Hamline University, St. Paul, Minn. Kenneth R. Doane, *Pres.* Robert R. Harrison, *Sec.* A 29; J 1; (A) 1; E 1.
- Hampden-Sydney College, Hampden-Sydney, Va. A 5; (A) 1.
- Hampton Institute, Hampton, Va. A 12; (A) 2.
- Hannibal-LaGrange College, Hannibal, Mo. A 2.
- Hanover College, Hanover, Ind. Edward M. Huenemann, *Pres.* Charles F. Fox, *Sec.* A 28; J 1; (A) 2.
- Harding College, Searcy, Ark. A 1.
- Hardin-Simmons University, Abilene, Tex. A 9.
- Harpur College, Endicott, N. Y. A 20; (A) 1; E 1.
- Harris Teachers College, St. Louis, Mo. John B. Ervin, *Pres.* James A. Crouch, Jr., *Sec.* A 22; E 2.
- Hartford, University of (Hillyer College), Hartford, Conn. James J. Sullivan, *Pres.* A 11.
- Hartnell College, Salinas, Calif. A 6.
- Hartwick College, Oneonta, N. Y. Forrest W. Miller, *Pres.* Willard E. Martin, Jr., *Sec.* A 10; (A) 2.
- Harvard University, Cambridge, Mass. Seymour E. Harris, *Pres.* Clark Byse, *Sec.* A 115; J 6; E 13.

- Hastings College, Hastings, Nebr. A 10.
Haverford College, Haverford, Pa. Marcel M. Gutwirth, *Pres.* John R. Cary, *Sec.* A 28; (A) 1; E 2.
- Hawaii, University of, Honolulu, Hawaii. Norman Meller, *Pres.* Lorinda E. Watson, *Sec.* A 148; J 5; (A) 6; E 3.
- Hebrew Teachers College, Brookline, Mass. Jacques Miklitzanski, *Pres.* David Weinstein, *Sec.* A 11.
- Heidelberg College, Tiffin, Ohio. A 9.
- Henderson State Teachers College, Arkadelphia, Ark. J 1.
- Hendrix College, Conway, Ark. A 1; J 1.
- Henry Ford Community College, Dearborn, Mich. Margaret A. Csete, *Sec.* A 40.
- Hershey Junior College, Hershey, Pa. Norman Vanderwall, *Pres.* Paul E. Hofmann, *Sec.* A 10.
- High Point College, High Point, N. C. A 20.
- Highland Park Junior College, Highland Park, Mich. Merle H. Smith, *Pres.* Samuel M. Scammon, *Sec.* A 21.
- Hillsdale College, Hillsdale, Mich. Charles Greenshields, *Pres.* George H. Hale, *Sec.* A 29; (A) 1.
- Hinds Junior College, Raymond, Miss. A 2.
- Hiram College, Hiram, Ohio. Paul I. Miller, *Pres.* A 21.
- Hiwassee College, Madisonville, Tenn. A 1.
- Hobart and William Smith Colleges, Geneva, N. Y. Perrell F. Payne, *Pres.* Frances E. A. Bailey, *Sec.* A 31; (A) 1; E 2.
- Hofstra College, Hemstead, N. Y. Sayre P. Schatz, *Pres.* Donald A. Woolf, *Sec.* A 57; J 2; (A) 3; E 1.
- Hollins College, Hollins College, Va. John A. Allen, *Pres.* Kathleen C. Jackson, *Sec.* A 29.
- Holy Cross, College of the, Worcester, Mass. Raymond E. McDonald, *Pres.* S. Edward Flynn, *Sec.* A 15; J 1.
- Holy Names, College of the, Oakland, Calif. A 2.
- Hood College, Frederick, Md. Frances C. Cutujian, *Pres.* Charlotte P. Smith, *Sec.* A 36; E 4.
- Hope College, Holland, Mich. A 6; (A) 1.
- Houston, University of, Houston, Tex. Edmund L. Pincoffs, *Pres.* Truman J. Barber, *Sec.* A 84; (A) 2.
- Howard College, Birmingham, Ala. A 3.
- Howard County Junior College, Big Springs, Tex. A 1.
- Howard Payne College, Brownwood, Tex. A 1; J 1; E 1.
- Howard University, Washington 1, D. C. Gustav Auzenne, Jr., *Pres.* A 28; (A) 1; E 1.
- Humboldt State College, Arcata, Calif. Robert Dickerson, *Pres.* Roger Weiss, *Sec.* A 20; E 1.
- Hunter College, New York 21, N. Y. Jewell H. Bushey, *Pres.* Estelle L. Pophan, *Sec.* A 174; J 2; (A) 1; E 9.
- Huntingdon College, Montgomery, Ala. A 2.
- Huron College, Huron, S. Dak. Marvin H. Hanson, *Pres.* Kenneth E. Bandy, *Sec.* A 20.
- Husson College, Bangor, Maine, A 5.
- Huston-Tillotson College, Austin, Tex. A 8.
- Idaho, College of, Caldwell, Idaho. Ralph W. Berringer, *Pres.* Edward Raymond Allen, *Sec.* A 12.
- Idaho State College, Pocatello, Idaho. Betty Rhodenbaugh, *Pres.* Alice McClain, *Sec.* A 67; (A) 3; E 3.
- Idaho, University of, Moscow, Idaho. Elmer K. Raunio, *Pres.* A 108; J 1; (A) 2; E 1.
- Iliff School of Theology, Denver, Colo. Harvey H. Potthoff, *Pres.* Oliver R. Whitley, *Sec.* A 9.
- Illinois College, Jacksonville, Ill. A 5; J 1; (A) 1.
- Illinois College of Optometry, Chicago, Ill. A 1.
- Illinois Institute of Technology, Chicago, Ill. Lloyd H. Donnell, *Pres.* Evalyn Brinkman, *Sec.* A 53; J 1; (A) 1; E 2.
- Illinois State Normal University, Normal, Ill. Helen M. Cavanagh, *Pres.* Mary C. Serra, *Sec.* A 137; J 2; (A) 5; E 9.
- Illinois, University of, (Chicago Professional Colleges), Chicago, Ill. George L. Webster, *Pres.* A 98; J 1; (A) 1; E 4.
- Illinois, University of (Navy Pier), Chicago, Ill. Bernard Kogan, *Pres.* Mary Gallagher, *Sec.* A 89; J 2.
- Illinois, University of, Urbana, Ill. Phillip Monypenny, *Pres.* Victor J. Stone, *Sec.* A 576; J 18; (A) 8; E 34.
- Illinois Wesleyan University, Bloomington, Ill. Emil Kauder, *Pres.* Dorothea S. Franzen, *Sec.* A 27; (A) 1.
- Immaculate Junior College, Washington, D. C. A 1.
- Immaculate Heart College, Los Angeles, Calif. A 2.
- Incarinate Word College, San Antonio, Tex. A 2.
- Indiana Central College, Indianapolis, Ind. Allen B. Kellogg, *Pres.* Kenneth E. St. Clair, *Sec.* A 5.
- Indiana State College, Indiana, Pa. Edward W. Bieghler, *Pres.* A 18; (A) 1.
- Indiana State Teachers College, Terre Haute, Ind. James R. Bash, *Pres.* O. Eleanor Forsythe, *Sec.* A 83; (A) 1; E 6.
- Indiana University, Bloomington, Ind. Jane Fox, *Pres.* Charles M. Hewitt, *Sec.* A 414; J 16; (A) 5; E 12.
- Institute for Advanced Study, Princeton, N. J. A 6.
- Inter American University of Puerto Rico, San German, Puerto Rico. J. Elliott Fisher, *Pres.* Warren B. Scott, *Sec.* A 23.
- Iona College, New Rochelle, N. Y. A 4.
- Iowa State Teachers College, Cedar Falls, Iowa. Howard V. Jones, Jr., *Pres.* Barbara Yager, *Sec.* A 116; (A) 2; E 2.
- Iowa, State University of, Iowa City, Iowa. Richard Lloyd-Jones, *Pres.* A 186; J 9; (A) 4; E 14.
- Iowa State University of Science and Technology, Ames, Iowa. Emerson W. Shideler, *Pres.* Richard L. Herrstadt, *Sec.* A 170; J 6; (A) 1; E 10.
- Iowa Wesleyan College, Mount Pleasant, Iowa. Olan G. Ruble, *Pres.* Nancy J. Graffam, *Sec.* A 18; (A) 1.
- Ithaca College, Ithaca, N. Y. Frank L. Eldridge, *Pres.* G. J. Kalamoutousakis, *Sec.* A 34; (A) 1.
- Jackson Junior College, Jackson, Mich. A 1.
- Jackson State College, Jackson, Miss. A 11.
- Jacksonville State College, Jacksonville, Ala. A 7.
- Jacksonville University, Jacksonville, Fla. John W. Sweigart, Jr., *Pres.* Hazel S. Wilson, *Sec.* A 33; (A) 1; E 1.
- Jamestown College, Jamestown, N. Dak. A 2.
- Jamestown Community College, Jamestown, N. Y. Peter C. Brase, Jr., *Pres.* Arthur C. Chapman, *Sec.* A 13; (A) 1.

- Jarvis Christian College, Hawkins, Tex. A 3.
- Jefferson Medical College, Philadelphia, Pa. A 4.
- Jersey City Junior College, Jersey City, N. J. A 4; E 1.
- Jersey City State College, Jersey City, N. J. A 3.
- Jewish Theological Seminary of America, New York 27, N. Y. A 1.
- John Carroll University, Cleveland, Ohio. Theodore L. Lowe, *Pres.* David H. Battenfeld, *Sec.* A 22.
- Johns Hopkins University, Baltimore 18, Md. Leon Eisenberg, *Pres.* Eliezer Naddor, *Sec.* A 107; J 2; E 4.
- Johnson C. Smith University, Charlotte, N. C. U. S. Brooks, *Pres.* Elsie E. Woodard, *Sec.* A 5.
- Jones County Junior College, Ellisville, Miss. A 2.
- Joplin Junior College, Joplin, Mo. A 2.
- Judson College, Marion, Ala. A 5.
- Juilliard School of Music, New York, N. Y. A 4.
- Juniata College, Huntingdon, Pa. A 2.
- Kalamazoo College, Kalamazoo, Mich. Sherrill Cleland, *Pres.* Douglas W. Peterson, *Sec.* A 21.
- Kansas City College of Osteopathy and Surgery, Kansas City, Mo. A 5.
- Kansas City Kansas Junior College, Kansas City, Kans. A 2.
- Kansas City, Junior College of, Kansas City 2, Mo. Arthur N. Wilkins, *Pres.* Dorothy M. Wright, *Sec.* A 52.
- Kansas City, University of, Kansas City 4, Mo. Parry E. Stroud, *Pres.* Florence Neely, *Sec.* A 42; (A) 1; E 1.
- Kansas State College of Pittsburg, Pittsburg, Kans. Lewis A. Bayles, *Pres.* Helen Kriegsman, *Sec.* A 62; J 2; (A) 1; E 4.
- Kansas State Teachers College, Emporia, Kans. A 12; E 2.
- Kansas State University, Manhattan, Kans. I. C. Hisatsune, *Pres.* Jordan Y. Miller, *Sec.* A 80; (A) 1; E 3.
- Kansas, University of, Lawrence, Kans. Sidney M. Johnson, *Sec.* A 228; J 6; (A) 3; E 15.
- Kansas Wesleyan University, Salina, Kans. A 11.
- Keene Teachers College, Keene, N. H. A 2.
- Kemper School, Booneville, Mo. A 1; E 1.
- Kent State University, Kent, Ohio. Harris L. Dante, *Pres.* Helen W. Machan, *Sec.* A 245; J 14; (A) 3; E 3.
- Kentucky State College, Frankfort, Ky. Joseph G. Fletcher, *Pres.* Helen Cousins Exum, *Sec.* A 26; E 1.
- Kentucky, University of, Lexington 29, Ky. Morris Scherago, *Pres.* Jess McF. Alexander, *Sec.* A 184; J 5; (A) 2; E 3.
- Kenyon College, Gambier, Ohio. Charles S. Thornton, *Pres.* Wendell D. Lindstrom, *Sec.* A 32; E 1.
- Keuka College, Keuka Park, N. Y. Virginia L. Johnston, *Pres.* Morton Temsky, *Sec.* A 19; J 1; E 2.
- Kilgore College, Kilgore, Tex. A 1.
- King College, Bristol, Tenn. A 1.
- Kings College, Wilkes-Barre, Pa. A 5.
- Kirkville College of Osteopathy and Surgery, Kirkville, Mo. A 7.
- Knox College, Galesburg, Ill. Elna L. Jeffries, *Pres.* Russell Sutton, *Sec.* A 26; E 1.
- Knoxville College, Knoxville, Tenn. Gerard M. Mertens, *Pres.* Beatrice L. Clark, *Sec.* A 16.
- Kutztown State College, Kutztown, Pa. Levi D. Gresh, *Pres.* James H. Tinsman, *Sec.* A 18; E 1.
- Lafayette College, Easton, Pa. George G. Sause, *Pres.* Alvin W. Wolfe, *Sec.* A 83; J 1; (A) 4; E 2.
- Lake Erie College, Painesville, Ohio. Barton Bean, *Pres.* A 17; E 1.
- Lake Forest College, Lake Forest, Ill. John W. Coutts, *Pres.* Madeline Ashton, *Sec.* A 42; E 3.
- Lamar State College of Technology, Beaumont, Tex. Ralph A. Wooster, *Pres.* Winfred S. Emmons, Jr., *Sec.* A 58; (A) 2.
- Lambuth College, Jackson, Tenn. A 2.
- Lander College, Greenwood, S. C. A 4.
- Lane College, Jackson, Tenn. A 7.
- Langston University, Langston, Okla. A 6.
- Laredo Junior College, Laredo, Tex. A 3.
- LaSalle College, Philadelphia, Pa. A 9.
- Lasell Junior College, Auburndale, 66, -Mass. A 1.
- La Sierra College, Arlington, Calif. A 4.
- La Verne College, La Verne, Calif. A 3.
- Lawrence College, Appleton, Wis. Robert M. Rosenberg, *Pres.* A 31; (A) 1; E 2.
- Lebanon Valley College, Annville, Pa. Jean O. Love, *Pres.* Karl L. Lockwood, *Sec.* A 15; (A) 1.
- Lee College, Baytown, Tex. A 3.
- Lees-McRae College, Banner Elk, N. C. A 2.
- Lehigh University, Bethlehem, Pa. Peter Havas, *Pres.* Ernest N. Dilworth, *Sec.* A 41; J 1; (A) 1; E 4.
- Le Moyne College, Syracuse, N. Y. A 8.
- Le Moyne College, Memphis, Tenn. A 6.
- Lenoir-Rhyne College, Hickory, N. C. A 3.
- Lesley College, Cambridge, Mass. A 7.
- Lewis and Clark College, Portland, Ore. William E. Stafford, *Pres.* John G. Kenyon, *Sec.* A 32; (A) 2; E 4.
- Lincoln College, Lincoln, Ill. A 6.
- Lincoln Memorial University, Harrogate, Tenn. A 2.
- Lincoln University, Jefferson City, Mo. U. S. Maxwell, *Sec.* A 24; E 1.
- Lincoln University, Lincoln University, Pa. William R. Cole, *Pres.* Benjamin Schwartz, *Sec.* A 18.
- Lindenwood College for Women, St. Charles, Mo. Agnès Sibley, *Pres.* Milton F. Rehg, *Sec.* A 42.
- Linfield College, McMinnville, Ore. Robert E. Jones, *Pres.* Geraldine S. Garlick, *Sec.* A 24; (A) 1.
- Little Rock University, Little Rock, Ark. A 10; (A) 1.
- Livingston State College, Livingston, Ala. (A) 1.
- Livingstone College, Salisbury, N. C. A 1.
- Lock Haven State College, Lock Haven, Pa. Paul Bernstein, *Pres.* Ruth M. Holmes, *Sec.* A 23; (A) 1; E 1.
- Long Beach City College, Long Beach, Calif. Kenneth W. Appelgate, *Pres.* Malamuth M. P. Goodman, *Sec.* A 21.
- Long Beach State College, Long Beach, Calif. William E. Fogg, *Pres.* Robert C. Wylder, *Sec.* A 97; (A) 1.
- Long Island College on, Oyster Bay, N. Y. Edward Fiess, *Pres.* B. James Raz, *Sec.* A 24.
- Long Island University, Brooklyn, N. Y. Lincoln Reis, *Pres.* Grace K. Pratt, *Sec.* A 77; J 2; (A) 3; E 1.
- Longwood College, Farmville, Va. Charles H. Patterson, Jr., *Pres.* Mary A. F. Kemble, *Sec.* A 32; (A) 2.
- Loras College, Dubuque, Iowa. A 4.

- Loretto Heights College, Loretto, Colo. A 1.
- Los Angeles City College, Los Angeles 27, Calif. Robert C. Williamson, *Pres.* A 15.
- Los Angeles Harbor Junior College, Wilmington, Calif. A 5.
- Los Angeles Metropolitan College of Business, Los Angeles 15, Calif. A 1.
- Los Angeles Pierce Junior College, Woodland Hills, Calif. A 4.
- Los Angeles State College, Los Angeles, Calif. Burton Henry, *Pres.* Dorothy R. Peckham, *Sec.* A 122; J 1.
- Los Angeles Valley Junior College, Van Nuys, Calif. James L. Vial, *Pres.* Evamaria Chookelingo, *Sec.* A 34.
- Louisburg College, Louisburg, N. C. A 1.
- Louisiana College, Pineville, La. A 3.
- Louisiana Polytechnic Institute, Ruston, La. H. J. Sachs, *Pres.* A 22.
- Louisiana State University, Baton Rouge, La. Paul Y. Burns, *Pres.* A 120; J 4; (A) 2; E 6.
- Louisiana State University, New Orleans, La. Louis Fraiberg, *Pres.* A 29; J 2; (A) 1.
- Louisville, University of, Louisville 8, Ky. Martin Stevens, *Pres.* Harold C. Yeager, *Sec.* A 85; J 2; E 1.
- Lowell Technological Institute, Lowell, Mass. A 7.
- Lower Columbia Junior College, Longview, Wash. A 2.
- Loyola College, Baltimore, Md. A 5.
- Loyola University, Chicago, Ill. Magna B. Arnold, *Pres.* John M. Heneghan, *Sec.* A 97; J 2; (A) 2; E 1.
- Loyola University, New Orleans, La. A 9.
- Loyola University of Los Angeles, Los Angeles, Calif. Frank Sullivan, *Pres.* Rev. J. Przygoda, *Sec.* A 17.
- Luther College, Decorah, Iowa. Frederic A. Giere, *Pres.* Vivian A. Peterson, *Sec.* A 30.
- Lutheran Theological Seminary, Philadelphia, Pa. A 1.
- Lutheran Theological Southern Seminary, Columbia, S. C. E 1.
- Lycoming College, Williamsport, Pa. John P. Graham, *Pres.* A 35; (A) 2; E 2.
- Lynchburg College, Lynchburg, Va. Theodore A. Bergman, *Pres.* Mabel A. Sawyer, *Sec.* A 26; (A) 1; E 1.
- McCormick Theological Seminary, Chicago, Ill. A 2.
- McGill University, Montreal, Quebec, Canada. A 4; E 1.
- McMaster University, Hamilton, Ontario, Canada. A 1.
- MacMurray College, Jackson, Ill. A 13; J 1; E 2.
- McMurry College, Abilene, Tex. A 3.
- McNeese State College, Lake Charles, La. A 20.
- McPherson College, McPherson, Kans. A 1; E 1.
- Macalester College, St. Paul, Minn. Winton U. Solberg, *Pres.* Mary E. Howe, *Sec.* A 52; (A) 2.
- Madison College, Harrisonburg, Va. A 28; E 2.
- Madonna College, Livonia, Mich. A 1.
- Maine, University of, Orono, Maine. Brooks W. Hamilton, *Pres.* Eugene A. Mawhinney, *Sec.* A 97; J 2; E 3.
- Manchester College, North Manchester, Ind. A 3.
- Manhattan College, New York, N. Y. Francis X. Davy, *Pres.* Francis S. Heck, *Sec.* A 43.
- Manhattanville College of the Sacred Heart, Purchase, N. Y. William J. Conyngham, *Pres.* Helen Fleming, *Sec.* A 45; J 1.
- Manila Central University, Manila, Philippines. A 1.
- Manitoba, University of, Winnipeg, Canada. A 5.
- Mankato State College, Mankato, Minn. D. Paul Miller, *Pres.* Gleamon M. Cansler, *Sec.* A 42; (A) 1.
- Mansfield State College, Mansfield, Pa. Bernard Baum, *Pres.* Eugene Jones, *Sec.* A 37; (A) 2.
- Marian College, Indianapolis, Ind. A 2.
- Marietta College, Marietta, Ohio. A 8; E 2.
- Marin, College of, Kentfield, Calif. A 2.
- Marion Institute, Marion, Ala. A 3.
- Maritime College, Fort Schuyler, N. Y. Alvin E. Kinney, *Sec.* A 7.
- Marquette University, Milwaukee 3, Wis. Robert J. Barr, *Pres.* Donald J. Kreitzer, *Sec.* A 66; J 1; E 1.
- Mars Hill College, Mars Hill, N. C. A 1.
- Marshall College, Huntington 1, W. Va. Virginia E. Lee, *Sec.* A 11; (A) 1.
- Mary Baldwin College, Staunton, Va. A 3.
- Mary Hardin-Baylor College, Belton, Tex. A 3.
- Mary Manse College, Toledo, Ohio. A 2.
- Mary Washington College, Fredericksburg, Va. William C. Pinschmidt, Jr., *Pres.* Edwin H. Jones, *Sec.* A 30; (A) 1.
- Marycrest College, Davenport, Iowa. A 4.
- Marygrove College, Detroit, Mich. A 4.
- Maryland State College, Princess Ann, Md. Emanuel Nodel, *Pres.* Louis G. Auston, *Sec.* A 23; (A) 1.
- Maryland State Teachers College, Bowie, Md. A 7.
- Maryland State Teachers College, Frostburg, Md. Thontas V. Baucom, *Pres.* Walter J. Rissler, *Sec.* A 13.
- Maryland State Teachers College, Salisbury, Md. A 1; (A) 1.
- Maryland State Teachers College at Towson, Baltimore, Md. John C. Matthews, *Pres.* Edward Neulander, *Sec.* A 36.
- Maryland, University of, College Park, Md. Michael J. Pelczar, Jr., *Pres.* Walter E. Schlaretzki, *Sec.* A 195; J 4; (A) 4; E 5.
- Marylhurst College, Marylhurst, Oreg. A 2.
- Marymount College, Tarrytown, N. Y. A 1.
- Marymount Junior College, Arlington, Va. A 3.
- Maryville College, Maryville, Tenn. A 13; (A) 1.
- Maryville College of the Sacred Heart, St. Louis, Mo. A 2.
- Marywood College, Scranton 9, Pa. A 2.
- Mason City Junior College, Mason City, Iowa. A 1.
- Massachusetts College of Optometry, Boston 15, Mass. A 1.
- Massachusetts Institute of Technology, Cambridge, Mass. Billy E. Goetz, *Pres.* R. L. Schoenwald, *Sec.* A 50; (A) 1; E 2.
- Massachusetts School of Art, Boston, Mass. A 2; E 1.
- Massachusetts State Teachers College, Boston, Mass. A 14.
- Massachusetts State Teachers College, Bridgewater, Mass. Jordan D. Fiore, *Pres.* A 26.
- Massachusetts State Teachers College, Fitchburg, Mass. Veva K. Dean, *Pres.* John A. McNaney, *Sec.* A 15; (A) 1; E 2.
- Massachusetts State Teachers College, Framingham, Mass. Vera Hemenway, *Pres.* Joan E. Horrigan, *Sec.* A 11; (A) 2; E 1.

- Massachusetts State Teachers College, Lowell, Mass. E 1.
- Massachusetts State Teachers College, Salem, Mass. A 4.
- Massachusetts State Teachers College, Westfield, Mass. A 10; J 1.
- Massachusetts State Teachers College, Worcester, Mass. A 10; E 1.
- Massachusetts, University of, Amherst, Mass. Bruce R. Morris, *Pres.* Vincent R. Rogers, *Sec.* A 66; J 1; (A) 2; E 2.
- Maurice J. Lewi College of Podiatry, New York, N. Y. A 3.
- Medical Evangelists, College of, Loma Linda, Calif. A 13.
- Memphis State University, Memphis, Tenn. Henry L. Reeves, *Pres.* Elizabeth C. Phillips, *Sec.* A 40; E 1.
- Menlo College, Menlo Park, Calif. A 4.
- Mercer University, Macon, Ga. Willis B. Glover, *Pres.* A 33; E 2.
- Mercy College, Detroit, Mich. Walter H. Thompson, *Pres.* Jeannette M. Fehner, *Sec.* A 17; (A) 1.
- Merced College, Raleigh, N. C. Stuart Pratt, *Pres.* A 10.
- Merrimack College, Andover, Mass. A 2.
- Mesa County Junior College, Grand Junction, Colo. A 1.
- Miami University, Oxford, Ohio. L. Warren Nelson, *Pres.* Rosamond P. Benson, *Sec.* A 127; J 1; (A) 2; E 3.
- Miami, University of, Coral Gables 34, Fla. William P. Dismukes, *Pres.* Samuel F. Harby, *Sec.* A 118; J 2; (A) 5; E 4.
- Michigan College of Mining and Technology, Houghton, Mich. A 32.
- Michigan State University of Agriculture and Applied Science, East Lansing, Mich. M. Ray Denny, *Pres.* Robert N. Hammer, *Sec.* A 269; J 8; (A) 9; E 7.
- Michigan, University of, Ann Arbor, Mich. Warner G. Rice, *Pres.* A 333; J 15; (A) 7; E 17.
- Middle Georgia College, Cochran, Ga. A 9.
- Middle Tennessee State College, Murfreesboro, Tenn. J. Gerald Parchment, *Pres.* James W. Gilbert, *Sec.* A 37.
- Middlebury College, Middlebury, Vt. Gordon G. Henderson, *Pres.* James Watkins, *Sec.* A 27; E 3.
- Midland College, Fremont, Nebr. A 5.
- Midway Junior College, Midway, Ky. A 1.
- Midwestern University, Wichita Falls, Tex. Oneta R. Furr, *Pres.* A 29; (A) 2.
- Millersville State College, Millersville, Pa. Alex Henderson, Jr., *Pres.* Esther M. Kilheffer, *Sec.* A 35; E 2.
- Millikin University, Decatur, Ill. Walter Emch, *Pres.* A 20; E 1.
- Mills College, Oakland 13, Calif. Allan Wendt, *Pres.* Gordon Bronson, *Sec.* A 27; J 1; (A) 1.
- Mills College of Education, New York 11, N. Y. A 3.
- Millsaps College, Jackson, Miss. Bond Fleming, *Pres.* Marguerite W. Goodman, *Sec.* A 34; (A) 2; E 1.
- Milwaukee School of Engineering, Milwaukee 2, Wis. A 1.
- Milwaukee-Downer College, Milwaukee, Wis. Marion N. Hartman, *Pres.* Dorothea W. Harvey, *Sec.* A 13; (A) 1; E 1.
- Minnesota, University of, Minneapolis 14, Minn. Benjamin Lippincott, *Pres.* Ernest B. Brown, Jr., *Sec.* A 496; J 29; (A) 6; E 34.
- Minnesota, University of, (Duluth Branch) Duluth 5, Minn. Wendell P. Glick, *Pres.* Ruth Palmer, *Sec.* A 46; J 1; (A) 2; E 1.
- Misericordia College, Dallas, Pa. A 1.
- Mississippi College, Clinton, Miss. A 12.
- Mississippi Southern College, Hattiesburg, Miss. Ralph C. Staiger, *Pres.* A 21; (A) 1; E 1.
- Mississippi State College for Women, Columbus, Miss. Mary K. Miller, *Pres.* Roy A. Lieurance, *Sec.* A 40; E 1.
- Mississippi State University, State College, Miss. Rupert Dean Boswell, *Pres.* A 36; J 1; (A) 1.
- Mississippi, University of, University, Miss. Karl Morrison, *Pres.* Russell H. Barrett, *Sec.* A 41; (A) 3; E 1.
- Missouri, University of, Columbia, Mo. Arthur Berndtson, *Pres.* M. Mason Gaffney, *Sec.* A 141; J 3; (A) 7; E 11.
- Missouri, University of (School of Mines and Metallurgy), Rolla, Mo. A 8.
- Missouri Valley College, Marshall, Mo. W. Hobart Hill, *Pres.* Edwin P. Fisher, *Sec.* A 9.
- Mitchell College, New London, Conn. A 2.
- Modesto Junior College, Modesto, Calif. H. Gordon White, *Pres.* Jean G. Hanna, *Sec.* A 48; (A) 1.
- Mohawk Valley Technical Institute, New Hartford, N. Y. A 1; J 1.
- Monmouth College, Monmouth, Ill. Charles Speel, *Pres.* Fred M. Mullett, *Sec.* A 30.
- Monmouth College, West Long Branch, N. J. John T. Tehie, *Pres.* Anna R. Jennings, *Sec.* A 56; (A) 2.
- Montana School of Mines, Butte, Mont. A 6; E 1.
- Montana State College, Bozeman, Mont. Maurice E. Brookhart, *Pres.* Doris E. Wilson, *Sec.* A 28; (A) 1; E 1.
- Montana State University, Missoula, Mont. Albert W. Stone, *Pres.* Richard E. Shannon, *Sec.* A 62; J 2; E 5.
- Montclair State College, Montclair, N. J. A 14; E 1.
- Monterey Peninsula College, Monterey, Calif. Frank E. Bartlett, *Pres.* A 9; (A) 2.
- Montgomery Junior College, Takoma Park, Md. William V. Jouvenal, *Pres.* Evelyn M. Hurlburt, *Sec.* A 28.
- Monticello College, Alton, Ill. A 9.
- Montreal, University of, Montreal, Quebec, Canada. A 2.
- Moore Institute of Art, Science, and Industry, Philadelphia 3, Pa. A 1; (A) 1.
- Moorhead State College, Moorhead, Minn. Genevieve King, *Pres.* Byron D. Murray, *Sec.* A 27.
- Moravian College, Bethlehem, Pa. Ruth M. Roberts, *Sec.* A 5.
- Morehead State College, Morehead, Ky. Clifford R. Rader, *Pres.* Allen L. Lake, *Sec.* A 17.
- Morehouse College, Atlanta, Ga. A 2.
- Morgan State College, Baltimore, Md. Frederick H. Dedmond, *Pres.* Cyril F. Atkins, *Sec.* A 18.
- Morningside College, Sioux City, Iowa. William Palmer, *Pres.* Raymond S. Nelson, *Sec.* A 15; J 1; E 1.
- Morris Brown College, Atlanta, Ga. A 3.
- Morris Harvey College, Charleston, W. Va. A 15; (A) 1; E 1.
- Morton Junior College, Cicero, Ill. Arthur W. Roberts, *Sec.* A 16; (A) 1.
- Mount Holyoke College, South Hadley, Mass. Majorie Kaufman, *Pres.* Sarah S. Montgomery, *Sec.* A 85; (A) 2; E 12.
- Mount Mary College, Milwaukee, Wis. A 1.
- Mount Mercy College, Pittsburgh, Pa. A 4.

- Mount St. Joseph-on-the-Ohio, College of, Mount St. Joseph, Ohio. A 3.
- Mount St. Mary College, Los Angeles, Calif. A 1.
- Mount St. Mary's College, Emmitsburg, Md. A 5.
- Mount St. Vincent, College of, New York, N. Y. A 3.
- Mount San Antonio College, Pomona, Calif. A 8.
- Mount Union College, Alliance, Ohio. Paul H. Chapman, *Pres.* David H. McIntosh, *Sec.* A 28; E 1.
- Mount Vernon Junior College, Washington 7, D. C. A 6.
- Muhlenberg College, Allentown, Pa. Janet Stamm, *Pres.* A 26; (A) 1.
- Multnomah College, Portland 4, Oreg. A 2.
- Mundelein College, Chicago, Ill. A 2.
- Murray State College, Murray, Ky. Pete Panzera, *Pres.* LaJean Wiggins, *Sec.* A 41.
- Muskegon Community College, Muskegon, Mich. A 1.
- Muskingum College, New Concord, Ohio. John F. Ludeman, *Pres.* Robert W. Evans, *Sec.* A 25; J 1; (A) 1; E 2.
- National College of Education, Evanston, Ill. Helen Challand, *Pres.* Eugene B. Cantelupe, *Sec.* A 13; (A) 2.
- Navarro Junior College, Corsicana, Tex. Henry W. Moore, *Pres.* Clara F. Martin, *Sec.* A 21.
- Nazareth College, Louisville, Ky. A 1.
- Nazareth College, Rochester 10, N. Y. A 1.
- Nebraska State Teachers College, Chadron, Nebr. A 6; E 1.
- Nebraska State Teachers College, Kearney, Nebr. Myron L. Holm, *Pres.* A 15; (A) 1; E 3.
- Nebraska State Teachers College, Peru, Nebr. A 4.
- Nebraska State Teachers College, Wayne, Nebr. Richard W. McFalls, *Sec.* A 10; E 2.
- Nebraska, University of, Lincoln 8, Nebr. James E. Miller, *Pres.* Michael G. Boosalis, *Sec.* A 210; J 3; (A) 7; E 23.
- Nebraska Wesleyan University, Lincoln, Nebr. A 5.
- Nevada, University of, Reno, Nev. John W. Morrison, *Pres.* Janet Felshin, *Sec.* A 41; (A) 2; E 5.
- New England College of Pharmacy, Boston 8, Mass. A 1.
- New England Conservatory of Music, Boston, Mass. A 3; (A) 1.
- New Hampshire, University of, Durham, N. H. Ralph H. Granger, *Pres.* Charlotte K. Anderson, *Sec.* A 84; (A) 5; E 2.
- New Haven College, New Haven, Conn. A 3.
- New Mexico Highlands University, Las Vegas, N. Mex. Thomas O'Mallory, Jr., *Pres.* A 21; (A) 1.
- New Mexico Institute of Mining and Technology, Socorro, N. Mex. Kay R. Brower, *Pres.* Robert Jeffries, *Sec.* A 16; (A) 2; E 1.
- New Mexico Military Institute, Roswell, N. Mex. A 6.
- New Mexico State University, State College, N. Mex. H. Ralph Stucky, *Pres.* Lynn Cleveland, *Sec.* A 67; J 1; (A) 1; E 3.
- New Mexico, University of, Albuquerque, N. Mex. Barbara E. Wykes, *Sec.* A 97; J 5; (A) 3; E 2.
- New Mexico Western College, Silver City, N. Mex. A 5.
- New Orleans Baptist Theological Seminary, New Orleans, La. (A) 1.
- New Rochelle, College of, New Rochelle, N. Y. A 6.
- New School of Social Research, New York 11, N. Y. A 3.
- New York City Community College of Applied Arts and Sciences, Brooklyn 1, N. Y. A 16; (A) 1.
- New York Law School, New York 38, N. Y. A 1.
- New York Medical College, New York 29, N. Y. A 10.
- New York, State University of—
Agricultural and Technical Institute at Alfred, Alfred, N. Y. Edward J. Owen, *Pres.* Hugh D. Chamberlain, *Sec.* A 7.
Agricultural and Technical Institute at Canton, Canton, N. Y. A 1.
Agricultural and Technical Institute at Cobleskill, Cobleskill, N. Y. A 1.
Agricultural and Technical Institute at Farmingdale, Farmingdale, N. Y. A 8.
Agricultural and Technical Institute at Morrisville, Morrisville, N. Y. Taze R. Huntley, *Pres.* William F. Helmer, *Sec.* A 18; (A) 1.
- College of Education at Albany, Albany 3, N. Y. M. I. Berger, *Pres.* Hugh M. Smith, *Sec.* A 63; (A) 1; E 4.
- College of Education at Brockport, Brockport, N. Y. Emanuel N. Mougani, *Pres.* Jean Ball, *Sec.* A 43; (A) 1.
- College of Education at Buffalo, Buffalo, N. Y. A 89; J 1; (A) 4.
- College of Education at Cortland, Cortland, N. Y. Catharine D. Fressie, *Sec.* A 48; (A) 2.
- College of Education at Fredonia, Fredonia, N. Y. Charles D. Arnold, *Pres.* A 29.
- College of Education at Geneseo, Geneseo, N. Y. A 17.
- College of Education at New Paltz, New Paltz, N. Y. Abert S. Kerr, *Pres.* Victor Landau, *Sec.* A 29; (A) 1.
- College of Education at Oneonta, Oneonta, N. Y. Robert H. Bohlke, *Pres.* Katherine E. Hobbie, *Sec.* A 38; (A) 2; E 3.
- College of Education at Oswego, Oswego, N. Y. Frank P. Hulme, *Pres.* Johnson G. Cooper, *Sec.* A 30.
- College of Education at Plattsburg, Plattsburg, N. Y. A 10.
- College of Education at Potsdam, Potsdam, N. Y. F. Roger Dunn, *Pres.* A 20; E 1.
- New York University, New York 3, N. Y. H. Harry Giles, *Pres.* William B. Hebard, *Sec.* A 395; J 23; A 10; E 12.
- Newark College of Engineering, Newark 2, N. J. John T. Shawcross, *Pres.* Nelson C. Keables, *Sec.* A 44; (A) 1.
- Newark State College, Union, N. J. Donald R. Raichle, *Pres.* William D. Eppes, *Sec.* A 16; (A) 1.
- Newberry College, Newberry, S. C. A 8; E 1.
- Newton College of the Sacred Heart, Newton 59, Mass. A 2.
- Niagara University, Niagara University, N. Y. A 2.
- Nichols Junior College, Dudley, Mass. A 10.
- Norman College, Norman Park, Ga. A 2.
- North Carolina, Agricultural and Technical College of, Greensboro, N. C. Calvin R. Stevenson, *Pres.* Charles L. Hayes, *Sec.* A 25.

- North Carolina College at Durham, Durham, N. C. C. Elwood Boulware, *Pres.* John V. Turner, *Sec.* A 29.
- North Carolina State College of Agriculture and Engineering, Raleigh, N. C. Cleon Harrell, *Pres.* Wilbur C. Peterson, *Sec.* A 59; (A) 2; E 1.
- North Carolina, University of, Chapel Hill, N. C. W. Robert Mann, *Pres.* Emil T. Chanlett, *Sec.* A 120; J 2; (A) 4; E 6.
- North Carolina, Woman's College of the University of, Greensboro, N. C. Barbara W. Brandon, *Sec.* A 38; (A) 1; E 2.
- North Central College, Naperville, Ill. Reuben C. Schellhase, *Pres.* Richard G. Thurston, *Sec.* A 18.
- North Dakota Agricultural College, Fargo, N. Dak. Gabriel W. Comita, *Pres.* Jack F. Carter, *Sec.* A 54; J 1; (A) 1; E 1.
- North Dakota State Normal and Industrial College, Ellendale, N. Dak. A 5.
- North Dakota State Teachers College, Dickinson, N. Dak. A 1.
- North Dakota State Teachers College, Mayville, N. Dak. A 7.
- North Dakota State Teachers College, Minot, N. Dak. A 19; (A) 1; E 2.
- North Dakota State Teachers College, Valley City, N. Dak. A 3.
- North Dakota, University of, Grand Forks, N. Dak. Robert A. Caldwell, *Pres.* Louis G. Geiger, *Sec.* A 118; J 4; (A) 3; E 4.
- North Georgia College, Dahlonega, Ga. A 3.
- North Greenville Junior College, Taylors, S. C. A 4.
- North Idaho Junior College, Coeur d'Alene, Idaho. Florence Stranahan, *Pres.* Herschell J. Riebe, *Sec.* A 19; E 1.
- North Park College and Theological Seminary, Chicago 25, Ill. J. William Fredrickson, *Pres.* J. Melburn Sone-son, *Sec.* A 28; (A) 1.
- North Texas State College, Denton, Tex. David A. Webb, *Pres.* George W. Linden, *Sec.* A 97; J 9; (A) 5.
- Northeast Louisiana State College, Monroe, La. A 7.
- Northeast Mississippi Junior College, Booneville, Miss. A 2.
- Northeast Missouri State Teachers College, Kirksville, Mo. A 10.
- Northeastern Oklahoma Agricultural and Mechanical College, Miami, Okla. A 3; E 1.
- Northeastern State College, Tahlequah, Okla. A 5; (A) 1.
- Northeastern University, Boston 15, Mass. James J. Ryan, *Pres.* Morton Rubin, *Sec.* A 47; (A) 2.
- Northern Illinois University, Dekalb, Ill. John W. Lloyd, *Pres.* Arnold B. Fox, *Sec.* A 114; (A) 3.
- Northern Michigan College, Marquette, Mich. Earl Hilton, *Pres.* Donald J. Weiss, *Sec.* A 39; (A) 3.
- Northern Montana College, Havre, Mont. A 2.
- Northern Oklahoma Junior College, Tonkawa, Okla. J 1.
- Northern State Teachers College, Aberdeen, S. Dak. Gertrude N. Miller, *Pres.* A 12.
- Northland College, Ashland, Wis. A 3.
- Northrop Institute of Technology, Ingelwood, Calif. A 5.
- Northwest Missouri State College, Maryville, Mo. Kathryn S. Riddle, *Pres.* Karmaneh P. Oswald, *Sec.* A 52; (A) 1; E 3.
- Northwest Nazarene College, Nampa, Idaho. A 10.
- Northwestern College, Orange City, Iowa. A 2.
- Northwestern Lutheran Theological Seminary, Minneapolis, Minn. A 2.
- Northwestern State College, Alva, Okla. Gladys C. Julian, *Pres.* Katherine C. Mires, *Sec.* A 22; E 1.
- Northwestern State College of Louisiana, Natchitoches, La. Richmond Y. Hathorn, *Pres.* Katherine Bridges, *Sec.* A 15; (A) 2.
- Northwestern University, Evanston, Ill. Dascomb R. Forbush, *Pres.* George G. Lamb, *Sec.* A 270; J 6; (A) 4; E 9.
- Norwich University, Northfield, Vt. Richard M. McNeer, *Sec.* A 16; E 1.
- Notre Dame College, Cleveland, Ohio. A 1.
- Notre Dame, College of, Belmont, Calif. A 7.
- Notre Dame of Maryland, Inc., College of, Baltimore 10, Md. A 1.
- Notre Dame, University of, Notre Dame, Ind. John L. Magee, *Pres.* Jerome J. Judge, *Sec.* A 112; J 1.
- Oakland Junior College, Oakland 9, Calif. A 5.
- Oakwood College, Huntsville, Ala. A 3.
- Oberlin College, Oberlin, Ohio. Charles T. Murphy, *Pres.* Charles A. Leistner, *Sec.* A 112; J 1; (A) 3; E 5.
- Occidental College, Los Angeles, Calif. Richard F. Reath, *Pres.* Donald K. Adams, *Sec.* A 30; J 1; (A) 1; E 4.
- Oceanside-Carlsbad College, Oceanside, Calif. A 1.
- Odessa College, Odessa, Tex. A 2.
- Oglethorpe University, Atlanta, Ga. A 9.
- Ohio College of Chiropody, Cleveland, Ohio. A 4.
- Ohio Mechanics Institute, Cincinnati, Ohio. A 1.
- Ohio Northern University, Ada, Ohio. Harriette S. Ritz, *Pres.* Katie L. Han-son, *Sec.* A 26; E 1.
- Ohio State University, Columbus 1, Ohio. Paul A. Carmack, *Pres.* Herbert S. Parnes, *Sec.* A 215; J 3; (A) 9; E 18.
- Ohio University, Athens, Ohio. Troy Organ, *Pres.* Herbert Lederer, *Sec.* A 138; J 9; (A) 2; E 3.
- Ohio Wesleyan University, Delaware, Ohio. Robert M. Montgomery, *Pres.* Mildred E. Newcomb, *Sec.* A 87; E 4.
- Oklahoma Baptist University, Shawnee, Okla. Gregory D. Pritchard, *Pres.* Beryl E. Clotfelter, *Sec.* A 14; (A) 1.
- Oklahoma City University, Oklahoma City 6, Okla. A 6.
- Oklahoma College for Women, Chick-asha, Okla. A 1.
- Oklahoma State University, Stillwater, Okla. Richard H. Vanderkam, *Pres.* Henry P. Hotz, *Sec.* A 48; J 1.
- Oklahoma, University of, Norman, Okla. Bruce Granger, *Pres.* Edwin Fogelman, *Sec.* A 145; J 7; (A) 2; E 9.
- Olivet Nazarene College, Kankakee, Ill. A 5.
- Olympic College, Bremerton, Wash. A 6; E 1.
- Omaha, Municipal University of, Omaha, Nebr. Aldrich Paul, *Pres.* James Q. Hossack, *Sec.* A 66; J 1; (A) 4; E 1.
- Ontario Agricultural College, Guelph, Ontario, Canada. A 3.
- Oregon College of Education, Mon-mouth, Oreg. Stanley V. Ruckman, *Pres.* Mildred O. Kane, *Sec.* A 28; (A) 1.

- Oregon State College, Corvallis, Oreg. Donald R. Hunt, *Pres.* Victor J. Brookes, *Sec.* A 219; J 1; (A) 9; E 4.
- Oregon Technical Institute, Oretch, Oreg. A 2.
- Oregon, University of, Eugene, Oreg. Wesley C. Ballaine, *Pres.* Howard E. Dean, *Sec.* A 219; J 1; (A) 3; E 9.
- Osteopathic Medicine and Surgery, College of, Des Moines 9, Iowa. A 14; J 1.
- Osteopathic Physicians and Surgeons, College of, Los Angeles, Calif. A 8.
- Ottawa University, Ottawa, Kans. A 2.
- Otterbein College, Westerville, Ohio. A 14; E 1.
- Ouachita Baptist College, Arkadelphia, Ark. A 2; E 1.
- Our Lady of Cincinnati College, Cincinnati 6, Ohio. R. T. Hance, *Pres.* Siegmund A. E. Betz, *Sec.* A 7.
- Our Lady of the Lake College, San Antonio, Tex. A 4.
- Pace College, New York, N. Y. Gunnar A. T. Ekberg, *Pres.* Alice Lewis, *Sec.* A 36; (A) 1.
- Pacific, College of the, Stockton, Calif. Gordon L. Harrison, *Pres.* S. R. Beckler, *Sec.* A 50; J 1; E 1.
- Pacific Lutheran College, Parkland, Wash. Kaymond A. Klopsch, *Pres.* Paul M. Reigstad, *Sec.* A 22.
- Pacific Union College, Angwin, Calif. A 1.
- Pacific University, Forest Grove, Oreg. Irving C. Story, *Pres.* A 9.
- Paine College, Augusta, Ga. A 2.
- Palm Beach Junior College, Lake Worth, Fla. A 6.
- Palo Verde Junior College, Blythe, Calif. A 1.
- Palomar College, San Marcos, Calif. A 1.
- Pan-American College, Edinburg, Tex. Louis S. DeVries, *Pres.* Lelan K. LeMaster, *Sec.* A 32.
- Panhandle Agricultural and Mechanical College, Goodwell, Okla. A 1.
- Park College, Parkville, Mo. A 10.
- Parsons College, Fairfield, Iowa. A 7.
- Pasadena City College, Pasadena, Calif. A 6.
- Pasadena College, Pasadena, Calif. A 4.
- Paterson State College, Paterson, N. J. A 22.
- Peabody Institute of the City of Baltimore, Baltimore 2, Md. A 6.
- Peace College, Raleigh, N. C. A 2.
- Pembroke State College, Pembroke, N. C. A 4.
- Pennsylvania Military College, Chester, Pa. Russell C. Erb, *Pres.* Claude B. Helms, *Sec.* A 15; E 1.
- Pennsylvania State College of Optometry, Philadelphia 41, Pa. A 3; E 1.
- Pennsylvania State University, University Park, Pa. John H. Ferguson, *Pres.* Charles Marsh, *Sec.* A 342; J 7; (A) 3; E 19.
- Pennsylvania, University of, Philadelphia 4, Pa. Richard H. Shryock, *Pres.* Bodo L. O. Richter, *Sec.* A 274; J 9; (A) 3; E 13.
- Pensacola Junior College, Pensacola, Fla. Elbert G. Owens, *Pres.* Lois L. Crooke, *Sec.* A 45.
- Pfeiffer College, Misenheimer, N. C. Hoyt E. Bowen, *Pres.* Nancy D. McLaurin, *Sec.* A 11.
- Philadelphia College of Osteopathy, Philadelphia 39, Pa. A 4.
- Philadelphia College of Pharmacy, Philadelphia, Pa. A 3; J 1.
- Philadelphia Museum School of Art, Philadelphia 39, Pa. A 10.
- Philadelphia Textile Institute, Philadelphia, Pa. A 3.
- Philander Smith College, Little Rock, Ark. A 2.
- Phillips University, Enid, Okla. A 3.
- Phoenix College, Phoenix, Ariz. Donald K. Sunde, *Pres.* Marshall W. Monroe, *Sec.* A 20; E 1.
- Pikeville College, Pikeville, Ky. A 4.
- Pine Manor Junior College, Wellesley, Mass. A 3.
- Pittsburgh, University of, Pittsburgh 13, Pa. Jerome L. Rosenberg, *Pres.* Montgomery M. Culver, *Sec.* A 209; J 11; (A) 6; E 10.
- Pittsburgh-Xenia Theological Seminary, Pittsburgh, Pa. A 1.
- Plymouth Teachers College, Plymouth, N. H. A 4.
- Polytechnic Institute of Brooklyn, Brooklyn, N. Y. Frank C. Collins, *Pres.* Sid Deutsch, *Sec.* A 81; (A) 1; E 1.
- Port Huron Junior College, Port Huron, Mich. A 1.
- Portland State College, Portland, Oreg. Carleton G. Fanger, *Pres.* Laird C. Brodie, *Sec.* A 90.
- Portland, University of, Portland, Oreg. Merle A. Starr, *Pres.* A 6; (A) 1; E 2.
- Post Junior College, Waterbury 2, Conn. A 1.
- Prairie View Agricultural and Mechanical College, Prairie View, Tex. A 20.
- Pratt Institute, Brooklyn 5, N. Y. George A. Finch, *Pres.* Rice Estes, *Sec.* A 56; (A) 2.
- Presbyterian College, Clinton, S. C. A 1.
- Princeton Theological Seminary, Princeton, N. J. A 2.
- Princeton University, Princeton, N. J. Russell A. Fraser, *Sec.* John Turkevich, *Pres.* A 114; J 2; (A) 3; E 10.
- Principia College, Elmhurst, Ill. David T. Sorensen, *Pres.* Paul D. Kilburn, *Sec.* A 9; (A) 1.
- Providence College, Providence, R. I. A 2.
- Providence-Barrington Bible College, Providence 8, R. I. A 4.
- Puerto Rico, University of, Rio Piedras, Puerto Rico. William Sinz, *Pres.* A 32; (A) 1; E 1.
- Puget Sound, College of, Tacoma 6, Wash. Martin E. Nelson, *Pres.* Bill Colby, *Sec.* A 45.
- Purdue University, Lafayette, Ind. Frederick J. Bogardus, *Pres.* Rose W. Padgett, *Sec.* A 329; J 12; (A) 7; E 13.
- Queens College, Flushing, N. Y. Mildred Hamilton, *Pres.* Frances P. Hoffman, *Sec.* A 151; (A) 1.
- Queens College, Charlotte, N. C. Norris W. Preyer, *Pres.* Claudia L. Salley, *Sec.* A 11; (A) 1.
- Queens University at Kingston, Kingston, Ontario, Canada. J 1.
- Quincy College, Quincy, Ill. A 1; E 1.
- Quinnipiac College, Hamden, Conn. A 5.
- Radcliffe College, Cambridge, Mass. A 1.
- Radford College, Radford, Va. A 9.
- Randolph-Macon College, Ashland, Va. A 2; E 1.
- Randolph-Macon Woman's College, Lynchburg, Va. Evelyn W. Casner, *Pres.* Samuel M. Rosenblatt, *Sec.* A 41; (A) 1; E 7.
- Redlands, University of, Redlands, Calif. William E. Umbach, *Pres.* Richard S. Welsh, *Sec.* A 32; J 1; (A) 2; E 1.
- Reed College, Portland 2, Oreg. Burrows Hunt, *Pres.* Alan L. Logan, *Sec.* A 34; (A) 1; E 1.
- Reedley College, Reedley, Calif. A 12; J 1.

- Regis College, Denver, Colo. A 1.
 Regis College, Weston, Mass. A 4.
 Reinhardt College, Waleska, Ga. A 2.
 Rensselaer Polytechnic Institute, Troy, N. Y. Bernard A. Fleishman, *Pres.* Paul F. Yergin, *Sec.* A 88; J 1; (A) 1; E 1.
 Rhode Island College of Education, Providence, R. I. May M. Keefe, *Pres.* A 12.
 Rhode Island School of Design, Providence 3, R. I. A 3.
 Rhode Island, University of, Kingston, R. I. Richard R. Griffith, *Pres.* Roy G. Poulsen, *Sec.* A 126; (A) 5; E 5.
 Richmond Professional Institute, Richmond, Va. Donald B. Tennant, *Pres.* Donald P. Ogdon, *Sec.* A 21; J 2.
 Richmond, University of, Richmond, Va. A 17; J 1.
 Ricker College, Houlton, Maine. A 1.
 Ricks College, Rexburg, Idaho. A 1.
 Rider College, Trenton, N. J. Ruth E. Shiller, *Pres.* John E. Moomaw, Jr., *Sec.* A 55; (A) 1.
 Ripon College, Ripon, Wis. John F. Glaser, *Pres.* Dino Zei, *Sec.* A 26; (A) 2; E 1.
 Riverside City College, Riverside, Calif. A 5; E 1.
 Roanoke College, Salem, Va. A 8; (A) 1.
 Robert College, Istanbul, Turkey. A 5; (A) 1.
 Rochester Institute of Technology, Rochester 8, N. Y. A 23.
 Rochester, University of, Rochester, N. Y. Robert R. France, *Pres.* Howard S. Merritt, *Sec.* A 132; J 14; E 2.
 Rockford College, Rockford, Ill. Atwood Hudson, *Pres.* A 16; J 1; (A) 1; E 3.
 Rockhurst College, Kansas City 4, Mo. Harry B. Kies, *Pres.* James F. Ragan, *Sec.* A 13.
 Rocky Mountain College, Billings, Mont. A 2.
 Rollins College, Winter Park, Fla. Dudley E. DeGroot, *Pres.* Flora L. Magoun, *Sec.* A 19 (A) 1; E 4.
 Roosevelt University, Chicago, Ill. Bernard Goldman, *Pres.* Eilma F. Lux, *Sec.* A 70; (A) 3; E 1.
 Rosary College, River Forest, Ill. A 4.
 Rosary Hill College, Buffalo, N. Y. Marion Elmer, *Pres.* John T. Master-son, *Sec.* A 9.
 Rosemont College, Rosemont, Pa. A 10.
 Rose Polytechnic Institute, Terre Haute, Ind. A 10; E 2.
 Russell Sage College, Troy, N. Y. Marion Munzer, *Sec.* A 21; E 1.
 Rust College, Holly Springs, Miss. A 2.
 Rutgers, The State University (College of South Jersey), Camden, N. J. Harry H. Shapiro, *Pres.* C. Robert Morris, Jr., *Sec.* A 9; J 1.
 Rutgers, The State University, New Brunswick, N. J. Ardath W. Burks, *Pres.* Lillian N. Ellis, *Sec.* A 221; J 4; (A) 3; E 13.
 Rutgers, The State University (The Newark Colleges), Newark, N. J. Mary Plevich, *Sec.* A 30; (A) 3; E 2.
 Sacramento City College, Sacramento, Calif. Carson P. Sheetz, *Pres.* Mary Elizabeth Rand, *Sec.* A 28; E 1.
 Sacramento State College, Sacramento, Calif. Irl A. Irwin, *Pres.* Clyde Enroth, *Sec.* A 77.
 Sacred Heart College, Cullman, Ala. A 1.
 Sacred Heart Dominican College, Houston, Tex. A 7.
 St. Ambrose College, Davenport, Iowa. Sebastian G. Menke, *Pres.* Daniel J. Cahill, *Sec.* A 37.
 St. Anselm's College, Manchester, N. H. Joseph C. Ezyk, *Pres.* Ann M. Sullivan, *Sec.* A 8; (A) 1.
 St. Augustine's College, Raleigh, N. C. A 1.
 St. Benedict's College, Atchison, Kans. A 1.
 St. Bonaventure University, St. Bonaventure, N. Y. Gerard Hinrichs, *Pres.* Stephen W. Eaton, *Sec.* A 16; E 1.
 St. Catherine, College of, St. Paul, Minn. A 1.
 St. Cloud State College, St. Cloud, Minn. Martha G. Worthington, *Pres.* Eloise N. Courter, *Sec.* A 34; (A) 1.
 St. Francis College, Brooklyn, N. Y. A 3.
 St. Francis College, Loretto, Pa. A 7.
 St. John Fisher College, Rochester 18, N. Y. A 6.
 St. John's College, Annapolis, Md. A 2.
 St. John's University, Collegeville, Minn. A 12.
 St. John's University, Brooklyn, N. Y. George F. Monahan, Jr., *Sec.* A 46.
 St. Joseph College, West Hartford, Conn. A 15.
 St. Joseph College, Emmitsville, Md. A 1.
 St. Joseph on the Rio Grande, College of, Albuquerque, N. Mex. Harold E. Davis, *Pres.* Andreas Imrik, *Sec.* A 4.
 St. Joseph's College, Rensselaer, Ind. Francis X. Duggan, *Pres.* Richard J. Flynn, *Sec.* A 16.
 St. Joseph's College, Philadelphia, Pa. A 6.
 St. Lawrence University, Canton, N. Y. Myles Rodehaver, *Pres.* A 61; (A) 2.
 St. Louis College of Pharmacy and Allied Sciences, St. Louis, Mo. A 2.
 St. Louis University, St. Louis 3, Mo. A 38; J 2; (A) 1.
 St. Mary-of-the-Woods College, St. Mary-of-the-Woods, Ind. A 2.
 St. Mary's College, Notre Dame, Ind. A 8.
 St. Mary's College, Winona, Minn. A 2.
 St. Mary's College of California, St. Mary's College, Calif. John James Wellmuth, *Pres.* LeRoy F. Smith, *Sec.* A 17.
 St. Mary's Dominican College, New Orleans, La. A 2.
 St. Mary's University of San Antonio, San Antonio, Tex. A 3.
 St. Michael's College, Winooski Park, Vt. A 2.
 St. Norbert College, West DePere, Wis. A 1.
 St. Olaf College, Northfield, Minn. Loring D. Knecht, *Pres.* A 42; J 1.
 St. Paul Seminary, St. Paul, Minn. A 1.
 St. Paul's College, Lawrenceville, Va. A 3.
 St. Peter's College, Jersey City, N. J. A 3.
 St. Petersburg Junior College, St. Petersburg 2, Fla. A 6.
 St. Philip's College, San Antonio, Tex. A 1.
 St. Procopius College, Lisle, Ill. A 3; E 1.
 St. Rose, College of, Albany, N. Y. A 1.
 St. Teresa, College of, Winona, Minn. A 5; E 1.
 St. Thomas, College of, St. Paul, Minn. A 5; J 1.
 St. Thomas, University of, Houston, Tex. A 1.
 St. Vincent College, Latrobe, Pa. A 8.
 St. Xavier College, Chicago 15, Ill. A 1.
 Salem College, Winston-Salem, N. C. Robert Lewis Wendt, *Pres.* Mildred I. Byers, *Sec.* A 18; E 1.
 Sam Houston State Teachers College, Huntsville, Tex. A 11.
 San Antonio College, San Antonio, Tex. A 15.

- San Bernardino Valley College, San Bernardino, Calif. Grace Baumgartner, *Sec.* A 15.
- San Diego Junior College, San Diego, Calif. Robert L. Karen, *Pres.* Lawrence J. Madalena, *Sec.* A 45; (A) 1; E 1.
- San Diego State College, San Diego 5, Calif. Frederick Ryan, *Pres.* Leonard Chadwick, *Sec.* A 126; (A) 6; E 3.
- San Diego, University of, San Diego, Calif. A 12.
- San Fernando Valley State College, Northridge, Calif. Peter F. Bellinger, *Pres.* Mary Jane Watkins, *Sec.* A 60; (A) 1.
- San Francisco State College, San Francisco 2, Calif. Frank D. Dollard, *Pres.* Virginia Lee Block, *Sec.* A 83; J 1; (A) 2; E 2.
- San Francisco Theological Seminary, San Anselmo, Calif. A 1.
- San Francisco, University of, San Francisco, Calif. Mel Gorman, *Pres.* Robert J. Seiwald, *Sec.* A 38.
- San Jose City College, San Jose, Calif. A 3.
- San Jose State College, San Jose, Calif. Henry C. Meckel, *Pres.* Jeanne B. Lawson, *Sec.* A 141; (A) 1; E 4.
- San Mateo, College of, San Mateo, Calif. A 4.
- Santa Ana College, Santa Ana, Calif. A 2.
- Santa Barbara City College, Santa Barbara, Calif. A 3.
- Santa Clara, University of, Santa Clara, Calif. A 9.
- Santa Monica City College, Santa Monica, Calif. Michael H. Jordain, *Pres.* Thomas V. Fuller, *Sec.* A 17; E 1.
- Santa Rosa Junior College, Santa Rosa, Calif. A 1.
- Sarah Lawrence College, Bronxville, N. Y. Charlotte Houtermans, *Pres.* Elmer Luchterhand, *Sec.* A 26.
- Saskatchewan, University of, Saskatoon, Saskatchewan, Canada. J 1.
- Savannah State College, Savannah, Ga. J. Randolph Fisher, *Pres.* Ella W. Fisher, *Sec.* A 22; (A) 1.
- Scarritt College for Christian Workers, Nashville 5, Tenn. A 2.
- Schreiner Institute, Kerrville, Tex. A 1.
- Scranton, University of, Scranton 3, Pa. A 12.
- Seattle Pacific College, Seattle, Wash. A 2.
- Seattle University, Seattle, Wash. A 7; (A) 1.
- Sequoias, College of the, Visalia, Calif. A 1.
- Seton Hall University, South Orange, N. J. Paul M. Ochojski, *Pres.* Edward T. Byrnes, *Sec.* A 51.
- Seton Hill College, Greensburg, Pa. Paul F. Kromer, *Pres.* Rita P. Lese-man, *Sec.* A 7.
- Shasta College, Redding, Calif. James S. Loveall, *Pres.* Donald M. Bertucci, *Sec.* A 18.
- Shaw University, Raleigh, N. C. A 15.
- Shepherd State College, Shepherdstown, W. Va. William R. Simpson, *Pres.* A 17; E 2.
- Shimer College, Mount Carroll, Ill. A 1.
- Shippensburg State College, Shippensburg, Pa. A 3.
- Shorter College, Rome, Ga. A 2.
- Siena College, Memphis 17, Tenn. A 3.
- Siena Heights College, Adrian, Mich. A 1.
- Simmons College, Boston 15, Mass. Ruth Leonard, *Pres.* Josephine F. Milburn, *Sec.* A 52; E 3.
- Simpson Bible College, San Francisco 24, Calif. A 1.
- Simpson College, Indianola, Iowa. A 2; (A) 2; E 1.
- Sioux Falls College, Sioux Falls, S. Dak. A 4; E 1.
- Skidmore College, Saratoga Springs, N. Y. Sonja P. Karsen, *Pres.* Horace B. Reed, *Sec.* A 35; E 2.
- Slippery Rock State College, Slippery Rock, Pa. A 11; (A) 1; E 1.
- Smith College, Northampton, Mass. A 46; E 4.
- South Carolina, Medical College of, Charleston 16, S. C. A 1.
- South Carolina State College, Orangeburg, S. C. A 24; (A) 1.
- South Carolina, University of, Columbia 19, S. C. Charles H. Randall, Jr., *Pres.* Elizabeth O'Dell, *Sec.* A 85; E 1.
- South Dakota School of Mines and Technology, Rapid City, S. Dak. A 6; (A) 1.
- South Dakota State College of Agriculture and Mechanic Arts, Brookings, S. Dak. William F. Railing, *Pres.* Mary Elizabeth Sanders, *Sec.* A 51; J 2.
- South Dakota, University of, Vermillion, S. Dak. Harry Dykstra, *Pres.* J. William Maxwell, *Sec.* A 48; (A) 3; E 4.
- South Georgia College, Douglas, Ga. A 1.
- South, University of the, Sewanee, Tenn. John B. Dicks, *Pres.* Robert A. Degen, *Sec.* A 27.
- Southeast Missouri State College, Cape Girardeau, Mo. Paul L. Heye, *Pres.* John L. Myers, *Sec.* A 33; (A) 1; E 4.
- Southeastern Baptist Theological Seminary, Wake Forest, N. C. A 1.
- Southeastern Louisiana College, Hammond, La. A 9; (A) 2; E 1.
- Southeastern State College, Durant, Okla. Earl B. Kilpatrick, *Pres.* Mildred E. Riling, *Sec.* A 20; (A) 2.
- Southern Baptist Theological Seminary, Louisville 4, Ky. A 1.
- Southern California College, Costa Mesa, Calif. A 2; J 1.
- Southern California, University of, Los Angeles 7, Calif. Totton J. Anderson, *Pres.* C. Edward Meyers, *Sec.* A 181; J 10; (A) 4; E 10.
- Southern College of Optometry, Memphis, Tenn. A 3; (A) 1.
- Southern Connecticut College, New Haven, Conn. Norman S. Allen, *Pres.* Ethel M. Wiggins, *Sec.* A 38; E 1.
- Southern Illinois University, Alton, Ill. J. Edmund White, *Pres.* A 30; J 2; (A) 1.
- Southern Illinois University, Carbondale, Ill. Floyd F. Cunningham, *Pres.* A 200; J 13; (A) 11; E 3.
- Southern Illinois University, E. St. Louis, Ill. S. D. Lovell, *Pres.* Robert E. McDaniel, *Sec.* A 26; J 2.
- Southern Methodist University, Dallas 5, Tex. Don E. Edmondson, *Pres.* A 65; (A) 2; E 1.
- Southern Missionary College, Colledale, Tenn. A 1; J 1.
- Southern Oregon College, Ashland, Oreg. Richard H. Byrnes, *Pres.* Betty L. Dunlop, *Sec.* A 39.
- Southern State College, Magnolia, Ark. A 6; (A) 1; E 1.
- Southern State Teachers College, Springfield, S. Dak. Harold S. Anderson, *Pres.* Adeline Cooper, *Sec.* A 20.
- Southern University and Agricultural and Mechanical College, Baton Rouge, La. Lionel H. Newson, *Pres.* Marcia L. Mitchell, *Sec.* A 72; J 1.
- Southwest Baptist College, Bolivar, Mo. A 2.

- Southwest Missouri State College, Springfield, Mo. Robert T. Stevenson, *Pres.* George D. Gleason, *Sec.* A 44; E 2.
- Southwest Texas State Teachers College, San Marcos, Tex. A 13; E 2.
- Southwestern College, Winfield, Kans. A 1.
- Southwestern Louisiana, University of, Lafayette, La. Vincent Cassidy, *Pres.* Richard T. Wagner, *Sec.* A 41; (A) 1.
- Southwestern at Memphis, Memphis, Tenn. A 4; E 1.
- Southwestern University, Georgetown, Tex. Eb C. Girvin, *Pres.* Margaret K. Merzbach, *Sec.* A 16; (A) 1; E 1.
- Spartanburg Junior College, Spartanburg, S. C. E 1.
- Spelman College, Atlanta, Ga. A 5.
- Spring Hill College, Spring Hill, Ala. A 2.
- Springfield College, Springfield, Mass. Frank A. Warren, *Pres.* Francis J. Roberts, *Sec.* A 11; E 1.
- Stanford University, Stanford, Calif. Arthur F. Wright, *Pres.* Robert S. Turner, *Sec.* A 254; J 4; (A) 2; E 19.
- Stephen F. Austin State College, Nacogdoches, Tex. A 27.
- Stephens College, Columbia, Mo. A 13; E 1.
- Sterling College, Sterling, Kans. Maynard A. Peck, *Pres.* Helen F. Brooks, *Sec.* A 9.
- Stetson University, Deland, Fla., George L. Jenkins, *Pres.* Watie R. Pickens, *Sec.* A 29.
- Stevens Institute of Technology, Hoboken, N. J. Arthur Lesses, Jr., *Pres.* Ralph Schiller, *Sec.* A 25; J 1.
- Stillman College, Tuscaloosa, Ala. A 1.
- Stockton College, Stockton, Calif. A 3.
- Stout State College, Menomonie, Wis. Phyllis D. Bentley, *Sec.* A 10; (A) 1.
- Suffolk University, Boston 14, Mass. A 6; J 2; (A) 1.
- Sul Ross State College, Alpine, Tex. A 5.
- Sullins College, Bristol, Va. A 1.
- Susquehanna University, Selingsgrove, Pa. Jane F. Barlow, *Sec.* A 15; (A) 2; E 2.
- Swarthmore College, Swarthmore, Pa. Peter Van De Kamp, *Pres.* A 56; (A) 1; E 1.
- Sweet Briar College, Sweet Briar, Va. Elizabeth F. Sprague, *Sec.* A 33; (A) 2; E 5.
- Syracuse University, Syracuse 1, N. Y. Otway Pardee, *Pres.* Ida MacDonald, *Sec.* A 343; J 40; (A) 4; E 13.
- Syracuse University (Utica College), Utica, N. Y. Jacob Oser, *Pres.* Abe Judson, *Sec.* A 28; J 1; (A) 1.
- Taft College, Taft, Calif. A 4.
- Talladega College, Talladega, Ala. A 5; E 1.
- Tampa, University of, Tampa, Fla. A 16.
- Tarkio College, Tarkio, Mo. A 2.
- Tarleton State College, Stephenville, Tex. A 4; E 1.
- Taylor University, Upland, Ind. A 6; (A) 1.
- Temple University, Philadelphia 22, Pa. John Mickelson, *Pres.* Marian Meinkoth, *Sec.* A 157; J 1; (A) 2; E 4.
- Tennessee Agricultural and Industrial State University, Nashville, Tenn. A 18; (A) 1.
- Tennessee Polytechnic Institute, Cookeville, Tenn. Charles R. Mangum, *Pres.* Sidney R. Jumper, *Sec.* A 31.
- Tennessee, University of, Knoxville 16, Tenn. Mary W. Peters, *Sec.* A 165; J 7; (A) 1; E 1.
- Tennessee, University of, (Martin Branch), Martin, Tenn. Edell M. Hearn, *Pres.* Carl P. Savage, *Sec.* A 29; E 1.
- Tennessee Wesleyan College, Athens, Tenn. Albert H. Bowman, *Pres.* Mildred S. Archer, *Sec.* A 14.
- Texarkana College, Texarkana, Tex. A 1.
- Texas, Agricultural and Mechanical College of, College Station, Tex. Erwin E. Liebhafsky, *Pres.* Alvin L. Bennett, *Sec.* A 70; (A) 1; E 2.
- Texas Christian University, Fort Worth, Tex. Landon A. Colquitt, *Pres.* William J. Hammond, *Sec.* A 21; (A) 1.
- Texas College, Tyler, Tex. A 2.
- Texas College of Arts and Industries, Kingsville, Tex. John C. Rayburn, *Pres.* Harry B. Sanders, *Sec.* A 22; (A) 1; E 2.
- Texas Southern University, Houston, Tex. A 13.
- Texas Technological College, Lubbock, Tex. Samuel H. Lee, Jr., *Pres.* Ruth W. Russell, *Sec.* A 49; E 3.
- Texas, University of, Austin 12, Tex. Clarence E. Ayres, *Pres.* A 137; J 3; (A) 2; E 11.
- Texas, University of, (Southwestern Medical School), Dallas 4, Tex. A 4.
- Texas, University of, (Medical School), Galveston, Tex. Howard C. Hopps, *Pres.* Glenn V. Russell, *Sec.* A 38; J 4; E 1.
- Texas, University of, (Dental Branch), Houston, Tex. Donald C. Kroeger, *Sec.* A 23.
- Texas Wesleyan College, Fort Worth, Tex. A 3.
- Texas Western College, El Paso, Tex. Jack L. Cross, *Pres.* Eleanor L. Duke, *Sec.* A 31.
- Texas Woman's University, Denton, Tex. Reba M. Bucklew, *Pres.* Marion De Coligny, *Sec.* A 68; J 4; (A) 2; E 3.
- Thiel College, Greenville, Pa. Ralph S. Wehner, *Pres.* A 10; E 1.
- Thornton Junior College, Harvey, Ill. E 1.
- Tiffin University, Tiffin, Ohio. A 1.
- Tift College, Forsyth, Ga. A 3.
- Toledo, University of, Toledo 6, Ohio. Randolph C. Downes, *Pres.* B. W. Stevenson, *Sec.* A 75; (A) 3; E 3.
- Toronto, University of, Toronto, Ontario, Canada. A 4; J 1.
- Tougaloo Southern Christian College, Tougaloo, Miss. A 7.
- Transylvania College, Lexington, Ky. John D. Wright, Jr., *Pres.* Arnold W. Foster, *Sec.* A 17.
- Trenton State College, Trenton, N. J. Robert C. Burns, *Pres.* Charles B. Packard, *Sec.* A 51.
- Trinity College, Hartford 6, Conn. Eugene W. Davis, *Pres.* Edward Bobko, *Sec.* A 49; (A) 1; E 3.
- Trinity College, Washington, D. C. A 7; E 1.
- Trinity College, Burlington, Vt. A 1.
- Trinity University, San Antonio, Tex. Owen J. Reamer, *Pres.* Janie B. Silver, *Sec.* A 29; (A) 2.
- Troy State College, Troy, Ala. A 2.
- Tufts University, (Medical and Dental School), Boston, Mass. Attilio Canzanelli, *Pres.* John H. Barr, *Sec.* A 5.
- Tufts University, Medford 53, Mass. Robert Wolverton, *Sec.* A 92; (A) 2; E 6.
- Tulane University of Louisiana, New Orleans 18, La. L. Matthew N. Bach, *Pres.* Warren Roberts, Jr., *Sec.* A 162; J 5 (A) 2; E 4.

- Tulsa, University of, Tulsa 4, Okla. William A. Settle, Jr., *Pres.* Harold Enlows, *Sec.* A 33; J 1; (A) 1; E 1.
- Tusculum College, Greenville, Tenn. A 2.
- Tuskegee Institute, Tuskegee, Ala. A 15.
- Tyler Junior College, Tyler, Tex. A 2.
- Union College, Barbourville, Ky. Mary Pettus, *Pres.* Rena Milliken, *Sec.* A 10.
- Union College and University, Schenectady 8, N. Y. Lawrence Abbott, *Pres.* Robert W. Schaefer, *Sec.* A 68; E 8.
- Union Junior College, Cranford, N. J. A 8.
- Union Theological Seminary, New York, N. Y. A 2; J 1; (A) 1.
- Union University, Jackson, Tenn. A 3.
- U.S. Air Force Academy, Colorado Springs 8, Colo. A 19; J 1.
- U.S. Army Language School, Monterey, Calif. Hans G. Von Richter, *Pres.* Samir F. Mansour, *Sec.* A 47.
- U.S. Coast Guard Academy, New London, Conn. A 1.
- U.S. Merchant Marine Academy, Kings Point, N. Y. A 16.
- U.S. Military Academy, West Point, N. Y. A 2.
- U.S. Naval Academy, Annapolis, Md. A 5; E 2.
- U.S. Naval Postgraduate School, Monterey, Calif. John D. Riffin, *Pres.* Roy W. Prowell, *Sec.* A 45; E 1.
- Upland College, Upland, Calif. A 1; E 1.
- Upper Iowa University, Fayette, Iowa, Wilson C. Gill, *Pres.* Richard C. Clark, *Sec.* A 21.
- Upsala College, East Orange, N. J. John O. Gallagher, *Pres.* Frederick E. Hahn, *Sec.* A 42; J 1; (A) 2; E 1.
- Upstate Medical Center, Syracuse, N. Y. Lytt I. Gardner, *Pres.* Edward S. Sulzer, *Sec.* A 36.
- Ursinus College, Collegeville, Pa. A 19; J 1; E 1.
- Ursuline College, Louisville, Ky. A 1.
- Utah State University of Agriculture and Applied Science, Logan, Utah. Norman Bauer, *Pres.* George H. Kelker, *Sec.* A 45; (A) 1; E 2.
- Utah, University of, Salt Lake City 1, Utah. Emil Lucki, *Pres.* Dorothy G. Snow, *Sec.* A 129; J 5; (A) 1; E 4.
- Valdosta State College, Valdosta, Ga. Harold S. Gulliver, *Pres.* A 3; (A) 1.
- Vallejo Junior College, Vallejo, Calif. A 2.
- Valparaiso University, Valparaiso, Ind. A 6; J 1.
- Vanderbilt University, Nashville, Tenn. K. Keith Innes, *Pres.* Louis J. Hudon, *Sec.* A 48; J 1; (A) 1.
- Vassar College, Poughkeepsie, N. Y. Elbert Tokay, *Pres.* Henrietta T. Smith, *Sec.* A 91; (A) 1; E 6.
- Ventura College, Ventura, Calif. A 6.
- Vermont College, Montpelier, Vt. A 2.
- Vermont and State Agricultural College, University of, Burlington, Vt. George T. Little, *Pres.* Herbert C. McArthur, *Sec.* A 67; E 5.
- Victoria College, Victoria, Tex. A 1.
- Villa Maria College, Erie, Pa. A 1.
- Villanova University, Villanova, Pa. Cyrus Sharer, *Pres.* Robert S. O'Shea, *Sec.* A 46.
- Vincennes University, Vincennes, Ind. A 1.
- Virginia Intermont College, Bristol, Va. A 1.
- Virginia Junior College, Virginia, Minn. A 1.
- Virginia, Medical College of, Richmond, Va. Walter H. Hartung, *Pres.* Sidney Solomon, *Sec.* A 14; E 1.
- Virginia Military Institute, Lexington, Va. A 12; (A) 1; E 2.
- Virginia Polytechnic Institute, Blacksburg, Va. G. C. Graf, *Pres.* J. Willard Owen, *Sec.* A 62; (A) 4; E 4.
- Virginia State College, Norfolk, Va. Jerome W. Jones, *Pres.* Naomi H. Morton, *Sec.* A 42; J 2.
- Virginia State College, Petersburg, Va. Mary W. Neugent, *Sec.* A 21; J 1; (A) 1; E 1.
- Virginia Union University, Richmond 2, Va. A 5; E 1.
- Virginia, University of, Charlottesville, Va. Ladley Husted, *Pres.* Francis J. Brooke, 3rd., *Sec.* A 98; (A) 4; E 2.
- Wabash College, Crawfordsville, Ind. John F. Charles, *Pres.* Victor M. Powell, *Sec.* A 21; E 2.
- Wagner Lutheran College, Staten Island, N. Y. Gaspard Pinette, *Pres.* Edythe Kershaw, *Sec.* A 46; (A) 1.
- Wake Forest College, Winston-Salem, N. C. Eugene P. Banks, *Pres.* A 54; (A) 2; E 1.
- Waldorf College, Forest City, Iowa. A 1.
- Walla Walla College, College Place, Wash. A 1.
- Wartburg College, Waverly, Iowa. Edwin T. Sandberg, *Pres.* Herbert J. Max, *Sec.* A 16; J 1.
- Washburn University of Topeka, Topeka, Kans. Merton French, *Pres.* Rosemary McDonough, *Sec.* A 27; (A) 1; E 1.
- Washington College, Chestertown, Md. A 8; (A) 2; E 1.
- Washington and Jefferson College, Washington, Pa. William B. Stein, *Pres.* Robert W. Gray, *Sec.* A 23; E 2.
- Washington and Lee University, Lexington, Va. A 6; J 1.
- Washington Missionary College, Washington 12, D. C. A 2.
- Washington State University, Pullman, Wash. Karl T. Swanson, *Pres.* Frances Sadoff, *Sec.* A 142; J 3; (A) 3; E 3.
- Washington University, St. Louis 5, Mo. Carl A. McCandless, *Pres.* J. Wayne Conner, *Sec.* A 137; J 8; (A) 3; E 5.
- Washington, University of, Seattle 5, Wash. Solomon Katz, *Pres.* Frederick O. Gearing, *Sec.* A 258; J 8; (A) 3; E 17.
- Wayland Baptist College, Plainview, Tex. Douglas A. Clark, *Pres.* Wilma N. Cosper, *Sec.* A 19.
- Wayne State University, Detroit 1, Mich. Mark L. Kahn, *Pres.* Mary Stella, *Sec.* A 258; J 6; (A) 6; E 5.
- Waynesburg College, Waynesburg, Pa. A 5; E 1.
- Webb Institute of Naval Architecture, Glen Cove, N. Y. A 4.
- Weber College, Ogden, Utah. A 1.
- Wellesley College, Wellesley, Mass. Virginia M. Fiske, *Pres.* Kathryn C. Turner, *Sec.* A 71; (A) 2; E 4.
- Wells College, Aurora, N. Y. C. MacGregor Delaney, *Pres.* Chalmers McCormick, *Sec.* A 24; (A) 1; E 2.
- Wenatchee Valley College, Wenatchee, Wash. A 2.
- Wesley College, Dover, Del. A 5.
- Wesleyan College, Macon, Ga. G. W. Gignilliat, Jr., *Pres.* Linda H. Lane, *Sec.* A 28; E 5.
- Wesleyan University, Middletown, Conn. Robert A. Rosenbaum, *Pres.* Arthur R. Schultz, *Sec.* A 37; (A) 1; E 5.
- West Chester State College, West Chester, Pa. Lloyd C. Mitchell, *Pres.* William R. Landrum, *Sec.* A 31; E 2.

- West Georgia College, Carrollton, Ga. A 4.
- West Liberty State College, West Liberty, W. Va. W. Wallace Cayard, *Pres.* Virginia N. Mills, *Sec.* A 19.
- West Texas State College, Canyon, Tex. Olan J. Lehman, *Sec.* A 18; (A) 1.
- West Virginia Institute of Technology, Montgomery, W. Va. John B. McCraw, Jr., *Pres.* A 16.
- West Virginia State College, Institute, W. Va. Robert A. Anglin, *Pres.* Maurice B. Better, *Sec.* A 29; (A) 1; E 1.
- West Virginia University, Morgantown, W. Va. Robert Stilwell, *Pres.* Emile Frere, *Sec.* A 69; (A) 1; E 4.
- West Virginia Wesleyan College, Buckhannon, W. Va. George B. Rossbach, *Pres.* Dwight L. Mikkelsen, *Sec.* A 23; (A) 1; E 1.
- Westbrook Junior College, Portland, Maine. A 2.
- Western Carolina College, Cullowhee, N. C. A 6.
- Western College for Women, Oxford, Ohio. Edgar H. Chapman, *Pres.* Margaret A. Barrier, *Sec.* A 21; (A) 3; E 1.
- Western Illinois University, Macomb, Ill. Lois P. Mills, *Pres.* Dorothea Blyler, *Sec.* A 92; J 1; (A) 2.
- Western Kentucky State College, Bowling Green, Ky. A 8.
- Western Maryland College, Westminster, Md. O. Ruth Russell, *Pres.* Edith E. Ridington, *Sec.* A 25; (A) 2; E 1.
- Western Michigan University, Kalamazoo, Mich. David Sadler, *Pres.* Francis W. Allen, *Sec.* A 96; (A) 4; E 2.
- Western Montana College of Education, Dillon, Mont. A 2; (A) 1.
- Western Ontario, University of, London, Ontario, Canada. A 5.
- Western Reserve University, Cleveland, Ohio. John K. Major, *Pres.* Lawrence Wm. Kuhl, *Sec.* A 167; J 8; (A) 8; E 8.
- Western State College of Colorado, Gunnison, Colo. Pat Julio, *Pres.* Margaret T. O'Brien, *Sec.* A 16; J 2; E 3.
- Western Washington College of Education, Bellingham, Wash. William C. Budd, *Pres.* Marie B. Pabst, *Sec.* A 59; E 1.
- Westmar College, Le Mars, Iowa. Clarence J. Attig, *Pres.* Betty L. Ratliff, *Sec.* A 22; E 1.
- Westminster Choir College, Princeton, N. J. (A) 1.
- Westminster College, Fulton, Mo. A 8.
- Westminster College, New Wilmington, Pa. Paul E. Brown, *Pres.* A 12; (A) 1; E 4.
- Westminster College, Salt Lake City 5, Utah. A 4.
- Wharton County Junior College, Wharton, Tex. A 5.
- Wheaton College, Wheaton, Ill. A 8.
- Wheaton College, Norton, Mass. Christine White, *Pres.* Brooks E. Levy, *Sec.* A 25; E 3.
- Wheelock College, Boston, Mass. A 6; E 2.
- Whitman College, Walla Walla, Wash. Arthur P. Metastasio, *Pres.* Miriam Wagenschein, *Sec.* A 16; E 1.
- Whittier College, Whittier, Calif. A 14.
- Whitworth College, Spokane, Wash. A 7.
- Wichita, University of, Wichita 6, Kans. Brigitta J. Kuhn, *Sec.* A 36; E 3.
- Wiley College, Marshall, Tex. A 3.
- Wilkes College, Wilkes-Barre, Pa. Harold W. Thatcher, *Pres.* Thomas L. Connolly, *Sec.* A 28.
- Willamette University, Salem, Oreg. Arthur E. Gravatt, *Pres.* William P. Baker, *Sec.* A 19; (A) 1; E 1.
- William Carey College, Hattiesburg, Miss. A 4.
- William Jewell College, Liberty, Mo. A 9; (A) 1.
- William and Mary, College of, (Norfolk Division), Norfolk 8, Va. James L. Hatfield, *Pres.* Edward J. Harford, *Sec.* A 34; E 1.
- William and Mary, College of, Williamsburg, Va. Wm. Warner Moss, *Pres.* A 39; J 1; E 2.
- William Marsh Rice University, Houston 1, Tex. Alan D. McKillop, *Pres.* A 20; (A) 2; E 4.
- William Woods College, Fulton, Mo. A 1.
- Williams College, Williamstown, Mass. William G. Cole, *Pres.* A 33; (A) 1; E 1.
- Willimantic State College, Willimantic, Conn. Charles W. Prewitt, *Pres.* Carol E. Vassallo, *Sec.* A 12; J 1.
- Wilmington College, Wilmington, N. C. A 1.
- Wilmington College, Wilmington, Ohio. Philip L. Bayless, *Pres.* C. Warren Griffiths, *Sec.* A 13; (A) 2.
- Wilson College, Chambersburg, Pa. Emily Allyn, *Pres.* Harry F. Garner, *Sec.* A 17; E 3.
- Wingate College, Wingate, N. C. A 3.
- Winona State College, Winona, Minn. Stanley Taylor, *Pres.* Margaret P. Boddy, *Sec.* A 22; (A) 1; E 1.
- Winston-Salem Teachers College, Winston-Salem, N. C. A 3.
- Winthrop College, Rock Hill, S. C. Elmer T. Crowson, *Pres.* A 33; E 1.
- Wisconsin State College, Eau Claire, Wis. Ruth Johnson, *Pres.* Albert Blumenthal, *Sec.* A 34; (A) 2; E 3.
- Wisconsin State College, La Crosse, Wis. Mary H. Hebbard, *Pres.* Thomas Annett, *Sec.* A 14.
- Wisconsin State College, Oshkosh, Wis. Morton DeC. Nachlas, *Pres.* Everett G. Pyle, *Sec.* A 22.
- Wisconsin State College, Plattsville, Wis. A 4; (A) 1.
- Wisconsin State College, River Falls, Wis. Clarence Storla, *Pres.* A 25; J 1; (A) 2.
- Wisconsin State College, Stevens Point, Wis. A 9.
- Wisconsin State College, Superior, Wis. A 13; E 1.
- Wisconsin State College, Whitewater, Wis. G. Paul Grant, *Pres.* A 20.
- Wisconsin, University of, Madison 6, Wis. Douglas G. Marshall, *Pres.* Alvin Whitley, *Sec.* A 227; J 11; (A) 8; E 11.
- Wisconsin, University of, (Milwaukee Branch), Milwaukee, Wis. Raymond H. Myers, *Pres.* James A. Brundage, *Sec.* A 128; (A) 1; E 2.
- Wittenberg University, Springfield, Ohio. Helmut H. Haecussler, *Pres.* Elizabeth E. Powelson, *Sec.* A 38; J 1; (A) 2.
- Wofford College, Spartanburg, S. C. A 6.
- Woman's Medical College of Pennsylvania, Philadelphia, Pa. A 12.
- Wood Junior College, Mathiston, Miss. A 1.
- Woodstock College, Woodstock, Md. A 1.
- Wooster, College of, Wooster, Ohio. Thomas D. Clareson, *Pres.* A 34; E 2.
- Worcester Junior College, Worcester, Mass. A 7.

- Worcester Polytechnic Institute, Worcester, Mass. Louis P. Granath, *Sec.* A 13; E 1.
- Wyoming, University of, Laramie, Wyo. John K. Mathison, *Pres.* Jessie M. Halsted, *Sec.* A 50; J 3; (A) 5; E 4.
- Xavier University, New Orleans, La. Paul A. Kunkel, *Pres.* Oscar A. Bouise, *Sec.* A 23.
- Xavier University, Cincinnati, Ohio. A 3.
- Yakima Valley Junior College, Yakima, Wash. R. R. Neuenschwander, *Pres.* Kurt P. Weingarten, *Sec.* A 16; J 1; (A) 2.
- Yale University, New Haven, Conn. James Tobin, *Pres.* Jerome K. Myers, *Sec.* A 108; J 4; (A) 1; E 10.
- Yankton College, Yankton, S. Dak. Lucile Eldredge, *Pres.* Laurence A. Cummings, *Sec.* A 18; E 1.
- Yeshiva University, New York, N. Y. Seymour Lainoff, *Pres.* David Fleisher, *Sec.* A 39; J 1; (A) 3.
- York Junior College, York, Pa. A 4.
- Young L. G. Harris College, Young Harris, Ga. E 1.
- Youngstown University, Youngstown, Ohio, Irwin Cohen, *Pres.* Esther Niemi, *Sec.* A 71.
- Yuba College, Marysville, Calif. A 5.

... so that private initiative may go forward less blindly

Our nation has advanced in material power beyond that of all others because scientific knowledge and its practical application have made the greatest strides in our society. Yet we have not learned to apply this scientific knowledge to the massive human problems which our technological society has created. If the disintegration of community life is to be arrested, the groping and fumbling of private initiative must now give way to more intelligently planned action in the social and political fields. And by planning I mean nothing different from what goes on in industry, namely, the intelligent application of our immense resources of knowledge toward its future development. The social scientists must now help the layman define methods and objectives so that private initiative may go forward less blindly, less spasmodically and more intelligently. The instinct for social action which is so strong in our people must now be combined with the science of social action. The sheer immensity of the task of community reorganization, the persuasion, debate and compromise it requires, and the factual research which must illuminate the discussions, can come about in no other way. The all-prevailing tendency to fear progress, to accept conformity of thought, and to call every one a socialist who recommends change, if continued, can lead only to dangerous animosities in our country, if not to open conflict. On the other hand, I am convinced that we can recreate community life, and give our country and the other free nations the stability they need, if our voluntary organizations join forces with the men of science in applying to human problems the same knowledge which we have used to such brilliant purpose in physical inventions, military defense, industry, commerce, and medicine.

From "Voluntary Action in a Democracy," by Agnes E. Meyer, Bulletin, Spring, 1955, pp. 46-47.

Academic Vacancies and Teachers Available

To assist in the placement of college and university teachers, the American Association of University Professors publishes notices of academic vacancies and of teachers available. Factual data and expressions of personal preference in these notices are published as submitted. It is optional with appointing officers and teachers to publish names and addresses or to use key numbers.

A member of the Association is entitled to publish one announcement of his availability during each volume-year at the rate of 50 cents a line or fraction thereof, subsequent insertions being charged for at the rate of \$1.00 a line or fraction thereof. For announcements indicating competence in more than one field, there is a charge of \$1.00 for each cross-reference. There is no charge to institutions of higher education for the announcement of academic vacancies. Copy should be received seven weeks before publication date.

Letters in response to announcements published under key numbers should be sent to the Association's Washington Office for forwarding to the persons concerned, a separate letter for each person. Address in care of the General Secretary, American Association of University Professors, 1785 Massachusetts Avenue, N. W., Washington 6, D. C.

Vacancies Reported

Dean of Men: Private liberal arts college in metropolitan area in the Middle West has an opening beginning summer or fall, 1961. Prefer a person with at least a Master's degree. Salary open. Send details about education and experience, and names of references. V 1505

Food Service (Director and Manager): Opening, private liberal arts college in a metropolitan area in the Middle West, fall, 1961 or sooner. Trained dietician with some college experience desired. Send details about education and experience. V 1506

German: Private liberal arts college in a metropolitan area in the Middle West. To begin work in the fall of 1961. Work consists of teaching beginning sections in German. Ability to teach French or Russian desirable. Prefer a young person with at least a Master's degree who is continuing for the doctorate. Salary open. Send details about education and experience, and names of references. V 1507

Physics: Ph.D. or near Ph.D., to teach elementary and advanced undergraduate classes, beginning September, 1960. Send resume to Dr. P. S. Helmick, Head, Department of Physics, Drake University, Des Moines 11, Iowa.

Physics: Liberal arts college in South; teaching undergraduates with some opportunities for consultant's work with neighboring graduate school. Ph.D. desired. Beginning salary \$7200-\$7500 for nine months of teaching. Summer School teaching additional \$1500. Liberal fringe benefits. V 1508

Public Relations and Development (Director): Liberal arts college in a metropolitan area in the Middle West; to begin work as soon as possible. Primary responsibilities involve alumni clubs, alumni fund, parents' organizations, development work, and general public relations. Prefer a young man with some experience. Send details about education and experience. V 1509

Range Management: Range ecology. Position open in College of Agriculture, small land-grant university; $\frac{3}{4}$ research, $\frac{1}{4}$ teaching, assistant professor level, salary range \$7000-\$8500, 12-month appointment. Ph.D. preferred. V 1510

Registrar: Private liberal arts college in metropolitan area in the Middle West. Prefer person with a Master's degree. Salary open; begin work any time. Send details about education and experience, and names of references. V 1511

Teachers Available

Administration: Four years executive university community service program state-wide; 5 years executive director state commission; 10 years executive director national voluntary health agency; 5 years management consultation, government, corporations, foundations, associations. Lectureship (part-time) 10 years, public administration, public health, psychology. Ph.B., M.S., LL.D. (Hon.). Highly regarded for dynamic leadership, organization, administrative and promotional ability throughout U.S. and abroad. Excellent speaker, writer. Interested in top administrative opportunity with teaching privilege optional. A 7604

Agronomist: Man, 32. M.S., Cornell. Desire college teaching or research position in agriculture. Experience with farm equipment manufacturer and in sales of agricultural chemicals. A 7605

Biologist, Zoologist: Man, 37, married. Ph.D. Broad training and varied subject experience. University and college teaching and research. Grant recipient. Seek permanent ranking teaching position, preferably with research opportunity. Available summer, 1961. A 7606

Business Administration: Man, 41. LL.D., Harvard; M.A.; Phi Beta Kappa. Many years teaching experience in accounting, taxation, business law, insurance, personnel, management, etc.; also economics. Heavy professional and business experience in each of above areas. Carnegie grant for study abroad; research; publication. A 7607

Business Administration: See Management, Management Development and Business Administration, Key No. A 7620.

Business and Public Administration: See Administration, Key No. A 7604.

Economic Theory (Traditional, Mathematical, The Leontief Matrix): Man, 6 years' teaching experience. Available September, 1960 or February, 1961. A 7608

Economics: Man, 27, married. B.A., LL.B., M.A., University of Aligarh (India); M.B.A., University of Missouri; coursework requirements completed for Ph.D. Citizen of India; filed first papers for U. S. citizenship. Several years' teaching experience. Published article, "Inflation in India in Postwar Years." Language background in French and Arabic. A 7609

Economics and Business Administration: Man, 41. LL.B., Harvard; M.A.; B.A. *summa cum laude*. Money and banking; Corp. Fin.; extensive experience teaching elementary economics, labor economics, and theory. Also accounting, taxation, and business law. Publication. Carnegie grant for London School of Economics. A 7610

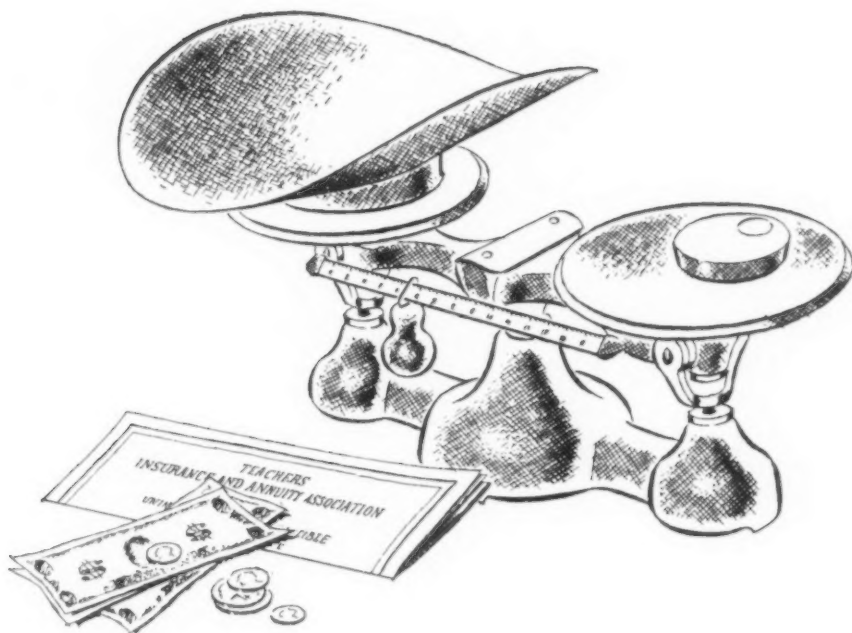
Education: Man, Ph.D. Director fifth year experimental program in teacher education (secondary and elementary). University. Seek similar administrative position or teaching professorship. A 7611

Education: See Extension and Adult Education, Key No. A 7615.

English: Man, 32, married, 2 children. Ph.D. Nine years' university teaching experience in variety of literature and writing courses. Specialty: American literature. Publications, including textbook; critical study under publisher's contract. Present position secure but too little room for growth. Good teacher. A 7612

- English: Man, 44, married, children. Ph.D. 10 years undergraduate and graduate teaching; administration; thesis direction; editing; publications. Can teach novel, drama, criticism, other undergraduate area. Main interests European-English Renaissance and modern poetry. Interested in college or university teaching or department chairmanship for fall, 1961. Now in tenure position. A 7613
- English: Man, 31, married, 2 children. English Ph.D. and some graduate work in history. Publications; articles and novel in progress. 2 years' part-time and 7 years' full-time college and university teaching. Courses in writing for freshmen and advanced students, world literature and world civilization, American literature and American civilization, Irish Renaissance, humanities for undergraduates and graduates. Available Sept., 1961. A 7614
- English or Italian Renaissance Literature, Literary Criticism: Retired, 71. Author of a dozen volumes; books now in process of publication. Many articles. Long experience in directing graduates. Allan H. Gilbert, Department of English, Wayne State University, Detroit 2, Michigan.
- Extension and Adult Education: Man, 45, married, 3 children. Ph.D. in extension and adult education from Cornell University. Desire west coast or western land-grant college or university in teaching extension education courses and serving to coordinate extension research and inservice training. Have traveled to 12 countries studying extension organization and operation. Have taught extension education courses at Cornell for 3 years, including program building, teaching methods, comparative extension, and extension research techniques. Have served as major curriculum and thesis research adviser for doctoral and masters candidates (over 40 in 3 years). Previous experience as county agricultural agent in western state. Available either Feb., 1961 or summer, 1961. A 7615
- History: Man, 44, married, Ph.D., Columbia University. Major fields: British history, commonwealth and empire, medieval Europe, Chinese or Far Eastern history. 10 years' college teaching, 2 years' research on Far Eastern affairs in U. S. government. Residence and research in Britain. Publications. Now associate professor at an eastern liberal arts college. Desire position in a college or university with ample library facilities or one within commuting distance thereof. Available September 1961. A 7616
- History: Man, 43. Ph.D. in modern European history. 10 years of teaching experience. Publications. Seek promising position to teach, do research, and continue writing. A 7617
- History and Political Science: See Political Science and History. Key No. A 7626.
- History and/or Political Science: Man, 29, single. A.B., history; A.M., political science; Ph.D. expected 1961 or 1962; Phi Beta Kappa, Phi Kappa Phi. Major fields: American, modern European, and English history; American government; political theory. 3 years' teaching experience in both history and political science at state university and private liberal arts college. Present rank: assistant professor. Seek position at liberal arts college or university with serious student body, good library, preferably in small or medium-sized city. Minimum salary considered: \$6000 for 9 months. Available fall, 1961. A 7618
- Humanities (Philosophy, Classics, Religion): Man, 32, married, 2 children. M.A., B.D., Ph.D. in progress. Experience: 6 years pastoring, 4 years university teaching. Specialties: Greek, personalistic philosophies, history of philosophy, philosophy of religion. Desire permanent, challenging, and demanding position. Will consider any location, salary, opportunity to complete Ph.D. Available immediately. A 7618-1
- Italian Renaissance: See English or Italian Renaissance Literature, Literary Criticism. Allan H. Gilbert, Department of English, Wayne State University, Detroit 2, Michigan.
- Journalism: Prefer Atlantic coast area. Experience includes state and private colleges. Will accept administrative responsibilities in connection with teaching. Professional experience. Numerous publications to credit. Now pleasantly situated but desire more challenging opportunity. Available June, 1961. A 7619
- Management, Management Development and Business Administration: Man, 40. M.S. Presently with major university team abroad teaching and establishing business administration and graduate industrial management programs. Assisted in establishing and advising management association. Assisting companies and individuals on management and management development problems. University, management development, industry, management consulting experience. Available immediately. A 7620
- Mathematics: Woman, 31, married, 2 children. Ph.D., 1955, NYU; M.A.; B.A., high honors, Swarthmore. Sigma Xi. A.M.S. 6 published articles. 5 years' university and college teaching experience. Seek permanent, full-time position, preferably in Western U. S., starting summer or fall, 1961. A 7621
- Music: Man, 37, married, 2 children. B. Mus., M. Mus., Ph.D., 10 years' college teaching; present chairman of seven-man department; theory, music literature, organ; Associate degree in A.G.O. Available Sept., 1960. A 7622
- Philosophy, Classics, and Religion. See Humanities (Philosophy, Classics, Religion). Key No. A 7618-1.
- Pianist: Woman, graduate of German conservatory. Experience as a teacher, accompanist, radio performer. Excellent recommendations. Available on short notice. A 7623
- Political Science: Man, 25, single. M.A., University of Chicago; Ph.D. Special interest in American government, comparative government, international relations. Minor subject: history. Teaching and research experience. Excellent references. Memberships. Extensive travel. Foreign languages. Activities. Desire university, senior college, or junior college teaching and/or research position. Available January, 1961. A 7624
- Political Science: Man, 38, single. M.A., Ph.D., postdoctoral fellowship—major universities. Experience: 2 years government, 11 years college and university teaching and research. Veteran. Fields: political theory, American and comparative government, international politics. Cognate discipline economics. Publications include 2 books, numerous articles in learned journals and on current affairs. Officer in national learned society. Editor, journal of opinion. Listed in directories: APSA, American Economic Association, *American Men of Science*. Will consider challenging position. Minimum requirement: associate professor. A 7625
- Political Science: See History and/or Political Science, Key No. A 7618.
- Political Science and History: Man, 45. LL.B. and Ph.D. from Ivy League university. Desire to return to teaching, writing, and research in larger college or university. Present position: Dean and Department Chairman in small college. Listed in *Who's Who* and *Directory of American Scholars*. Publications include books and articles. Prefer Mid-Atlantic area. A 7626
- Political Science and Public Administration: Associate professor available for academic appointment upon return from overseas program, September, 1961. Fields: public administration, comparative government, international politics, and national government. Ph.D. with 6 years university teaching and consulting experience. 3 years employment in U. S. government. Age: 38. A 7627
- Statistics (Business, Mathematical, Quality Control): See Economic Theory, Key No. A 7608.

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The American Association of University Professors
Needs and Deserves Your Support

American Association of University Professors
1785 Massachusetts Avenue, N. W. Washington 6, D. C.

Application for Active Membership

(Please print or type information requested, filling in all blanks)

Name of applicant { Mr. } { Mrs. } { Miss }
(Last) (First) (Middle)

Present academic connection.....
(City) (State)

Date of appointment.....

Present rank or other evidence of faculty status.....

Subject..... Department or School.....

Number of hours per week of teaching..... of research.....

Do these hours constitute at least half a normal work load in your department?.....

Is the work of students in the courses you teach accepted toward an academic degree?.....

Signature of applicant.....

Preferred mailing address.....
(City) (Zone) (State)

Eligibility

A person is eligible for admission to Active membership if he has at least a one-year appointment to a position of at least half-time teaching and/or research,* with the rank of instructor or its equivalent or higher or other acceptable evidence of faculty status, in an approved institution (one on the lists of the established regional or professional accrediting associations, subject to modification by action of the Association).

Annual dues for active membership are \$8.00, but a person whose application is received between May 16 and August 15 will be liable for only a half-year's dues (\$4.00). If an applicant wishes, he may have his membership sponsored by an Active member of the Association.

Sponsor.....
(Signature) (Institution)

Received..... Acknowledged.....

* Department chairmen, and librarians with faculty status, are eligible for membership even if they do no teaching.

*(OVER)

American Association of University Professors
1785 Massachusetts Avenue, N. W. Washington 6, D. C.

Application for Junior Membership

(Please print or type information requested, filling in all blanks)

Name of applicant { Mr. } { Mrs. } { Miss }
(Last) (First) (Middle)

Present academic connection, if any.....
(City) (State)

Rank or title, if any.....

Subject.....

Below please indicate graduate degree(s) or present status of graduate work:

Institution..... Degrees or Status..... Dates.....

Signature of applicant.....

Preferred mailing address.....
(City) (Zone) (State)

Eligibility

A person is eligible for admission to Junior membership if he is, or within the last five years has been, a graduate student in an approved institution (one on the lists of the established regional or professional accrediting associations, subject to modification by action of the Association). But no one may become a Junior member if he is also eligible for Active membership.* A Junior member who becomes eligible for Active membership must notify the Association of his change of status and be transferred.

Annual dues for Junior membership are \$3.00, but a person whose application is received between May 16 and August 15 will be liable for only a half-year's dues (\$1.50). If an applicant wishes, he may have his membership sponsored by an Active member of the Association.

Sponsor.....
(Signature) (Institution)

Received..... Acknowledged.....

*(OVER)

* One is eligible for Active membership (annual dues \$8.00) if he has at least a one-year appointment to a position of at least half-time teaching and/or research with faculty status in an approved institution. Only *Junior* and *Active* memberships are attainable through application. From either, one may be transferred to *Associate* membership (required of one entering academic work that is primarily administrative), or *Emeritus* membership (optional for one retiring for age).

Anyone in doubt about his status should write to the Association for clarification, giving full details.

The membership year in the Association is the calendar year (January 1 through December 31).

A person whose application is received before May 16 becomes a member effective as of January 1 of the current year, and receives the year's four issues of the *Bulletin*.

A person whose application is received between May 16 and August 15 becomes a member effective as of July 1 of the current year, and receives the Autumn and Winter issues of the *Bulletin*, unless he requests that his membership become effective as of January 1 of the current year. If he so requests, he should forward \$3.00 with his application form.

A person whose application is received after August 15 may be admitted promptly to membership, but he will not be liable for dues until the following year. If he wishes to make his membership retroactive to July 1, he should submit \$1.50 with his application form.

An applicant may forward his check for current year's dues with his application form or wait to receive a formal statement of dues from the Association.

Lists of new members are sent to chapter officers four times a year.

* One who is not yet eligible on all points for Active membership may become a Junior member (annual dues \$3.00) if he is, or within the last five years has been, a graduate student at an approved institution. Only *Active* and *Junior* memberships are attainable through application. From either, one may be transferred to *Associate* membership (required of one entering academic work that is primarily administrative), or *Emeritus* membership (optional for one retiring for age).

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A person whose application is received after August 15 may be admitted promptly to membership, but he will not be liable for dues until the following year. If he wishes to make his membership retroactive to July 1, he should submit \$4.00 with his application form.

An applicant may forward his check for current year's dues with his application form or wait to receive a formal statement of dues from the Association.

Lists of new members are sent to chapter officers four times a year.

Announcements and Reminders

Council Meeting

The autumn meeting of the Association's Council will be held in the Conference Room of the American Council on Education, Washington, D. C., on Friday and Saturday, October 21 and 22. Council members will be housed in the Statler Hilton Hotel.

Annual Meeting

The Association's Forty-seventh Annual Meeting will be held in Boston, Massachusetts, at the Statler Hilton Hotel, on Friday and Saturday, April 21 and 22, 1961.

Membership Campaign

The most intensive membership campaign in the history of the Association will be conducted during the next few months. This effort, sponsored by the Washington Office, requires the cooperation and assistance of all members. Chapters that have not yet completed arrangements are urged to do so immediately and to inform the Washington Office of their needs. Members of the Washington Office staff are prepared to accept a limited number of speaking engagements in the forthcoming months and have already arranged recruitment tours that will take them to every section of the country. Information leaflets, application forms, and complimentary copies of the Spring issue of the *AAUP Bulletin* are available on request.

The Half of One Per Cent Club

To provide the necessary funds for expansion of the Association's activities, all members of the Association are invited to join the Half of One Per Cent Club (for an account of this phase of the Association's program, see the *AAUP Bulletin*, Winter, 1958, pp. 713-714). All that one need do is declare his intentions to the General Secretary. The Club has no public roster; members remain anonymous. On the final date for submitting copy for this issue of the *Bulletin*, 18 Association members had joined the Club.

Dues of New Members

Under regulations recently approved by the Council, persons admitted to Active membership in the Association between May 16 and August 15 become members as of July 1 and are liable for \$4.00 1960 dues. Those admitted between August 16 and November 15 are not liable for dues until 1961, but they will be sent the Winter issue of the *Bulletin*.

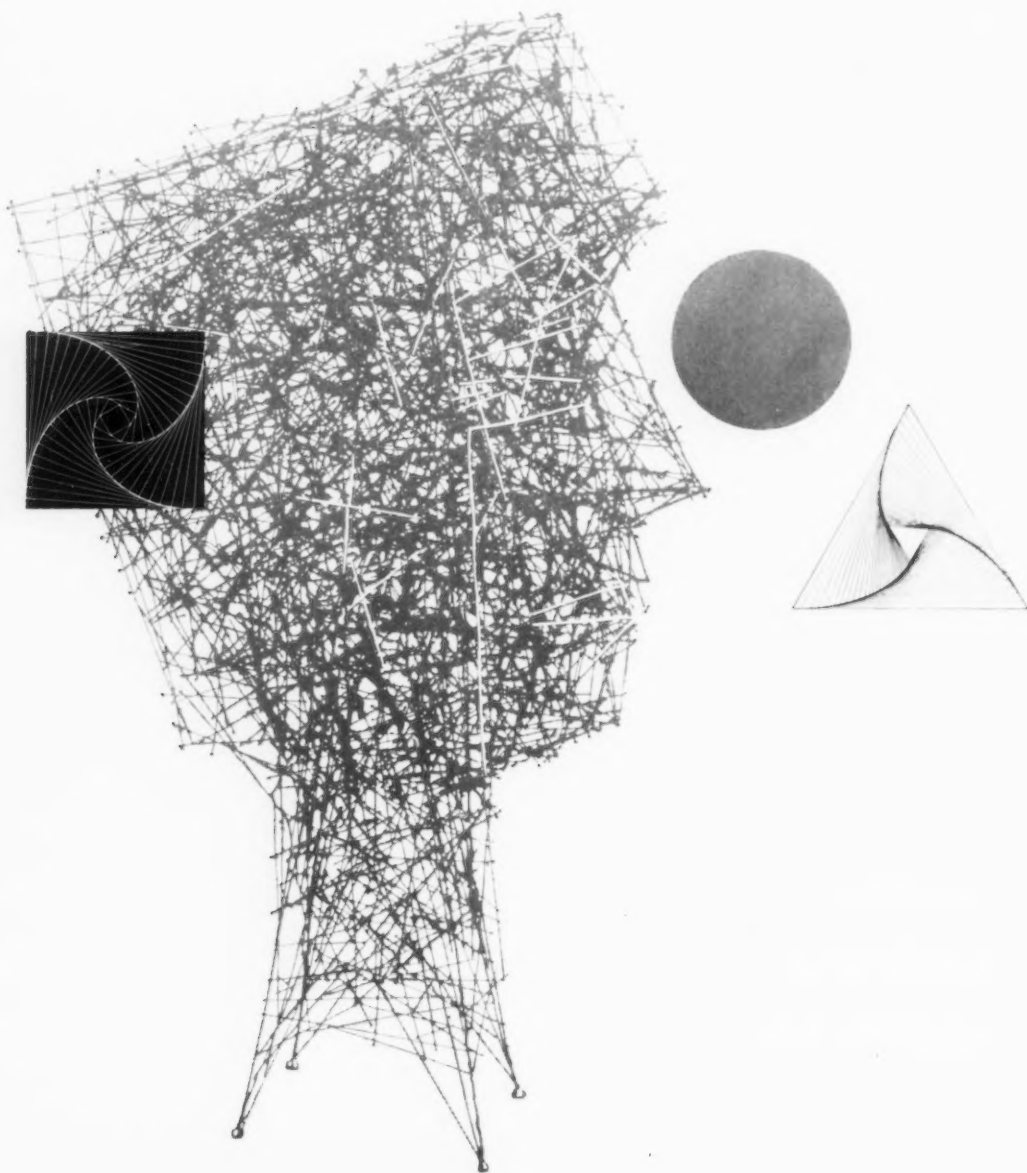
Emeriti

Members nearing retirement are reminded that they need not resign from the Association, but have a choice of status: they may continue as Active members with the usual dues and privileges, or they may be transferred, on request to the Washington Office, to Emeritus membership, for which no dues are assessed. Emeritus members who wish to continue to receive the *Bulletin* may do so at the special Emeritus rate of \$1.00 a year.

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